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ABSTRACT

This report contains the proceedings of the Institute for Higher Education and State Department of Special Education Personnel. It summarizes the activities of educators and administrators from Illinois, Indiana, Iowa, Missouri, Michigan, and Wisconsin during a 3-day meeting. The Institute investigated problems involved in establishing interstate reciprocity in certification of teachers of handicapped children and developed possible working models with plans for implementation. The General Session I discussed the current status of certification requirements in the six states represented at the Institute with specific comments on the problems and concerns in reaching a reciprocity agreement for Special Education personnel. Three models of reciprocity in various stages of development were presented: the Interstate Compact Model, the Michigan Model, and the Eleven State Compact Model in Elementary Education. The legal and legislative aspects of reciprocity were discussed before grouping the participants according to state and instructing them to develop their own working models for reciprocity. With the emphasis on interaction, the six models were discussed and General Session III presented the finalized model: Midwest Reciprocity Program in Special Education. The report contains a summary of the proceedings and appendices with the certification officers and certification requirements of Special Education.
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RECIPROCITY

Certification of
Special Education Personnel

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RECIPROCITY



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Certification of
Special Education Personnel

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Institute for Higher Education
and State Departments of
Special Education Personnel

E. Milo Pritchett, Director

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January, 1972

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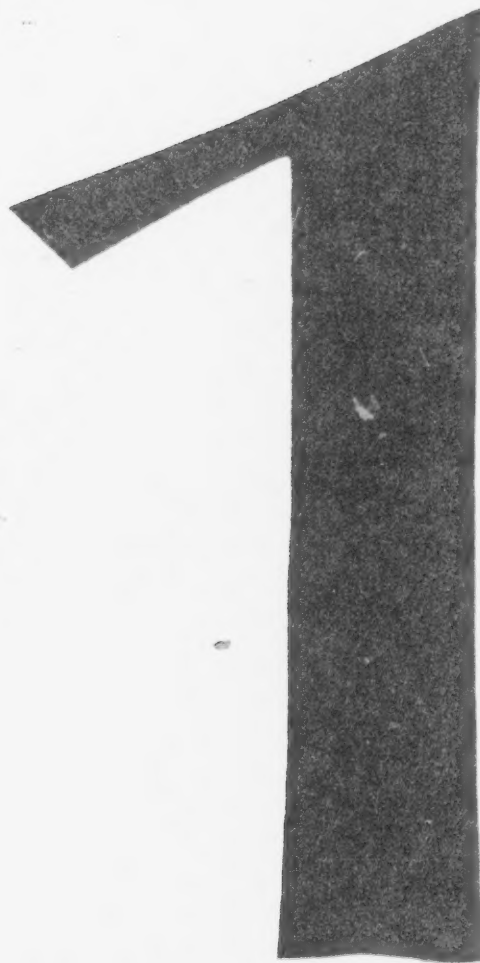
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Gratitude is also acknowledged to (1) the Planning Meeting Participants who contributed to the direction of the Institute; (2) the Consultants who made worthy contributions; (3) the Chairmen of the State groups who provided the leadership in the meetings; (4) the Recorders who willingly served in this capacity and prepared the State reports; and (5) the Participants who gave invaluable support to reciprocity of special education personnel.

Finally, my appreciation to Dr. Jean E. Lokerson, who assisted me during the Institute, and Mrs. Judy Smith who served as secretary. Both gave generously of their time and efforts to the many details which helped to make the Institute most productive and comfortable.

Elise Blankenship, Ed.D.

General Session



The Charge For The Institute

Dr. Harold W. Heller, Chairman*
Department of Special Education
University of Alabama

First, I would like to discuss a little of the background of this Institute. A few years ago the foundation for this special project was laid when several of us met together in Madison, Wisconsin, to discuss special education certification, especially reciprocity and its relationship to training. The Bureau has long been concerned about the teacher who was trained in one state of the country, moved to another state and is unable to obtain certification from that state. In the U. S. Office of Education the programs that are approved meet certain minimal types of requirements, and supposedly teachers who are prepared in any of these programs should be able to move from one state to another. A minimal standard of quality is established by experts and should be reciprocal. But this has not been fully realized. So the group that met in Madison considered this problem and discussed how we might get a few states together to come up with a reciprocity model. Dr. Milo Pritchett accepted responsibility for the task and with the help of Mr. Jim Travers of the Illinois State Education Agency submitted a proposal more than a year ago. It received a favorable in-house review by the Bureau, who then had it reviewed out in the field. As a result

*formerly with the U.S. Office of Education/Bureau
for the Handicapped.

of the review there were some minor modifications that had to be made in the work sequence. The proposal was then revised, incorporating these modifications, and it received approval and funding.

The purpose of the proposal was to plan through a series of meetings a model of reciprocity for special education personnel which could then be implemented across the six states represented here on a pilot basis. The model would then be evaluated, and if effective, disseminated to other states or developed as a national model of reciprocity for training programs in special education.

That pretty much sets the charge for us here. We have a goal—the goal that was written into the proposal “To investigate the problems involved in establishing interstate reciprocity in certification of teachers of handicapped children and to develop possible working models with plans for their implementation.”

We have met together, at one time or another, to discuss particular aspects of certification and reciprocity. We have also discussed the problems and issues. Now we are ready to develop a model for reciprocity of special education personnel, one that we can pilot and, hopefully, implement as soon as possible.

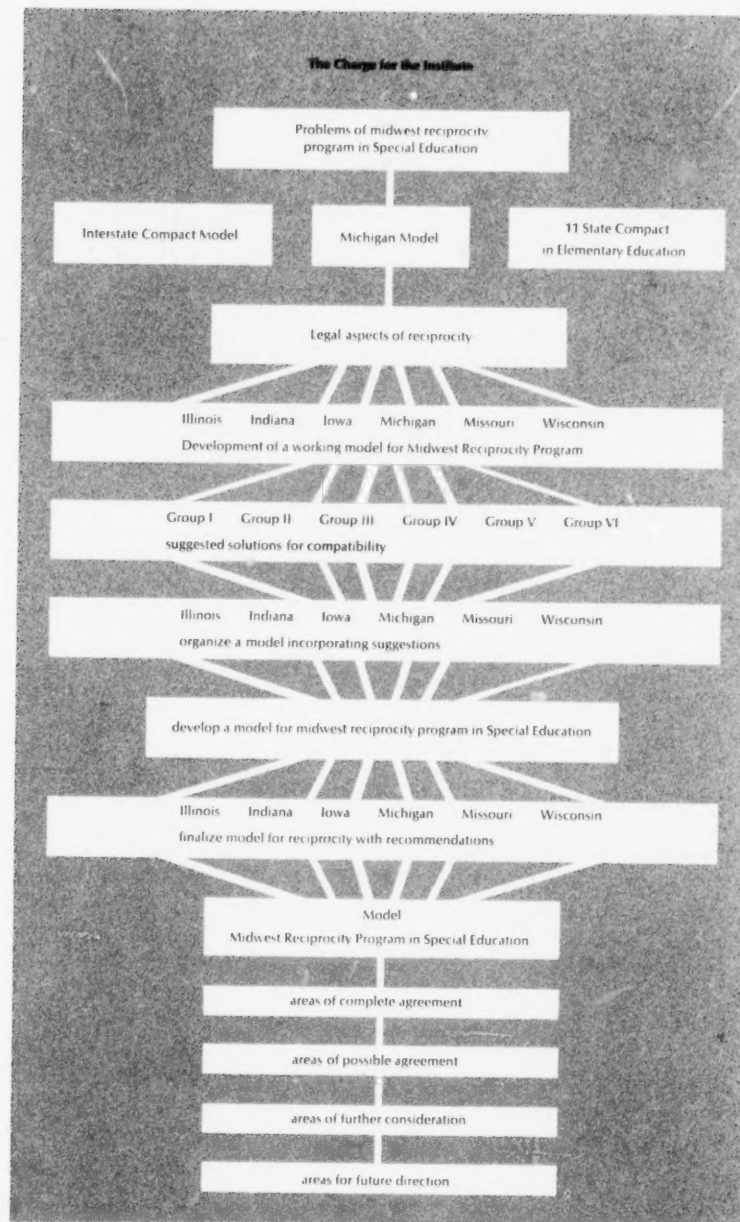
There are some problems that have intervened in the meantime concerning this problem of reciprocity and certification. Most of you, I am sure, have had some interaction recently with the Bureau in terms of certain types of changes that are proposed in funding and in approval of programs. It is now talking about non-categorical types of training programs, and in the past years much of our certification has been directed at categorical certification. The Bureau is talking more and more about interrelated programming and different types of personnel. A recent conference sponsored by the Bureau discussed diagnostic prescriptive teachers, resource teachers, crisis resource teachers and other personnel of this nature. Again, these new persons

will demand a different type of certification program. The Bureau talked about a greater interrelationship with regular education and how to foster such interrelationships. It discussed going to other departments, e.g., social work, child development, and so forth, to evolve a certification procedure that is not necessarily the traditional education model. So these things must also become a part of our thinking today. We must come up with a model that will intertwine with the federal goals for training and preparation of educational personnel. Hopefully, one will not dictate the other but relate and effectively correlate.

I would like to present in graphic form the conference organization and explain a few things we hope to evolve from this particular Institute.

After our session this afternoon we will get into a discussion of problems and concerns of reciprocity viewed by the State Certification Officers of the states represented here. In other words, what are some of the problems they have already experienced with programs of reciprocity? The Certification Officers are in a better position than any of us to know what these problems are. I am sure each of you has frequently contacted your own State Certification Officer with specific problems. So they will give us some idea of what problems are associated with reciprocity from a State Certification Officer's point of view. This, then, will be followed by a presentation of several models of reciprocity already in various stages of operation: the Interstate Compact Model, the Michigan Model and the Eleven State Compact Model in Elementary Education. This will then be pulled together by a discussion of the legal aspects of a reciprocity program and the types of legislative factors that must be considered.

After we have had that discussion we will break up into groups by states. Each state will be asked to develop a working model for the six midwestern states that are included in this project. Each state will develop a possible model that



could be implemented for reciprocity among the states. After the state work sessions we will come together to present and discuss each of the proposed states' models. Again, in the group sessions and in your state sessions, the emphasis will be on interaction—sharing ideas regarding both strengths and weaknesses of the proposed models. We hope, as we go along, to keep sifting down so that we will ultimately evolve a refined model.

After we have discussed the models and noted aspects of compatibility, we will go back to our groups and, hopefully, come up with an even more refined and efficacious model using those suggestions that came out of the group discussion. Again, we are trying to develop "a" model of reciprocity within this particular group, a model that this group feels could be implemented and one that incorporates the various criteria the State Certification Officers will present during the first session.

Hopefully by Monday evening we will have a model fairly well developed. On Tuesday morning in the state meetings we will look at the evolved model and discuss the following criterion areas mentioned on the agenda:

1. Areas of complete agreement
2. Areas of possible agreement
3. Areas for further consideration
4. Areas for future direction (steps for implementation)

I am sure there will be areas of the proposed model in which we have no real disagreement. Without major agreement, the model will not have much utility for any of you. There will be areas of possible agreement, where only minor modifications will be needed to resolve our differences. Third is areas for further consideration, points that we may need to work on and discuss further.

Once we have a model that we can live with, we will then take it to our State Certification Officers. They will evaluate the model from the standpoint of the experience,

needs, and regulations that each has in his respective state, or areas in which each could comply right now. There probably will be no problem inherent in the model that they could not implement or have already available to them for implementation. As for areas of possible agreement, maybe the model does not go far enough from the standpoint of certification and should be extended or modified. These would be the areas or points that do not necessarily have to be resolved during this Institute or even before implementation, but are considerations which must be evaluated sometime in the future in order for the model to be completely effective. And of course, there are areas for future direction, areas in which the reciprocity agreement should go or things that will have to be done within a state to get the model implemented. In this regard, if there is a need for legislative approval, this is going to have to be done. It must be dealt with within the state and will have to be an activity of the future. We cannot resolve that during this Institute, but it is one of the things we must identify and work toward.

Therefore the mission for this Institute is to develop a working model for reciprocity of special education personnel, and I certainly think it is worthwhile. Those of you who have been in teacher education know the problems of reciprocity and certification. Those of you in certification know the challenge we have put on you from time to time to get the job done. I think all of us agree that reciprocity should be a step toward professional certification, and I think all of us agree that it should not be a hurdle. I hope that out of this Institute we can come up with a model that will facilitate this so that a certified person can be accepted as an equally qualified person in another state no matter where he or she received his or her training, as long as that training was of a qualitative nature.

Again I want to emphasize that this Institute is a working conference. You are here to develop a model and,

hopefully, it will be a model that we can present to the U. S. Office of Education and say, "This was our task, we achieved it, and now we are ready to implement it." I hope that it will be a model of sufficient quality and structure to warrant additional monies that might be needed to implement it on a six-state pilot basis.

Current Status of Six-State Certification Requirements

Dr. E. Milo Pritchett, Head
Department of Special Education
Northern Illinois University

I would like to review the current status of the six state certification requirements—the six-state area represented here this evening.

This presentation on the current status of certification requirements for special education personnel in the six states represented is based on material which we received from the Certification Officers or Directors of Special Education.

We have analyzed the current status of certification requirements in terms of similarities and differences and also in the areas of reciprocity, policies, special education categories, general certification requirements and special education requirements.

In terms of reciprocity, we find that five of the six states will accept an applicant's request for certification if that person has graduated from an institution that was approved by NCATE at the time of his graduation. Michigan has an equivalency system which you will hear more about tomorrow morning. We also find that three of the six states have endorsement or entitlement programs which approve teacher preparation programs in institutions of higher education and permit those institutions to award teacher

MIDWEST STATES SPECIAL EDUCATION CERTIFICATION REQUIREMENTS

Requirements	Ill.	Ind.	Iowa	Mich.	Mo.	Wisc.
Reciprocity						
NCATE	X	X	X		X	X
Equivalency System				X		
Endorsement/Entitlement	X	X	X			
Policies						
Department of Education	X	X	X	X	X	X
Areas						
Deaf (Hearing Disorders)	X	X	X	X	X	X
Emotionally/Socially Maladjusted	X	X	X	X	X	X
Learning Disabilities	X			X	X	X
Mentally Handicapped	X	X	X	X	X	X
Physically Handicapped	X	X	X	X	X	X
Remedial Reading			X		X	
School Psychologist	X	X	X	X		X
Speech & Hearing	X	X	X	X	X	X
Visually Handicapped	X	X	X	X	X	X
General Requirements						
Valid Teacher's Certificate	X	X	X	X	X	X
Bachelor's Degree	X	X	X	X	X	X
Professional Education	16	18	20	20	18	18
Student Teaching with Normal			X	X		X
Special Education Requirements						
Measurement and Evaluation	X	X	X	X	X	X
Methods and Materials	X	X	X	X	X	X
Student Teaching	X	X	X	X	X	X

certificates to graduates of their programs. All of the states invest their certification policies in Departments of Education.

You will note that all six states have certification requirements in the areas of the deaf, emotionally disturbed, mentally handicapped, speech and hearing, physically handicapped, and visually handicapped. Only two states have certification requirements in the area of remedial reading, and two states do not have certification requirements in the area of learning disability. From this material you can see that there is a great deal of agreement among the six states. This information indicates that we may be closer to a reciprocity model than we might have realized.

Continuing, we find that all states require valid teacher's certificates. They could be, of course, provisional, temporary, permanent or life. All states require bachelor's degrees for a standard certificate. A temporary certificate may not require a bachelor's degree but a permanent certificate does require the degree. In general, all states require a teacher's certificate and a bachelor's degree.

The number of professional education hours required differs among the states: Illinois requires 16 hours; Indiana, Missouri and Wisconsin require 18 semester hours, and Iowa and Michigan require 20 semester hours. Four of the six states require student teaching in special education. Iowa requires student teaching with either normal children or special education groups. Michigan and Wisconsin require student teaching with normal children in addition to student teaching in special education. All states require a course in test and measurement as well as a methods and materials course in the area of specialization.

You can see from the chart that we have a great deal in common in terms of certification requirements, areas of special education, reciprocity and state administrative organization. This is a working Institute and we hope that we can leave this Institute with at least some semblance of a model upon which we can build. To do this we may have to

think and develop a broader framework regarding our own state certification.

We have seen the many areas of compatibility among the six states represented here; we also have seen the areas of incompatibility as they are today. It is our task in this Institute to overcome these differences and move toward a free-flow of special education personnel among the six states. We are in an era in which we need to have a working reciprocity model for special education personnel.

Problems And Concerns in Reaching a Reciprocity Agreement For Special Education Personnel

State Certification Officers

We have the chief Certification Officers from each of the six states that are involved here. Their charge is to share some of the concerns and problems of reciprocity in special education certification. They will pose some questions that each of us will want to consider in our state and interaction meetings.

ILLINOIS

Mr. Merlyn Earnest

The first and most important thing I would like to say for Illinois in dealing with reciprocity is that "we are trying." Dr. Michael Bakalis, the State Superintendent, and Mr. Vito Bianco are working on a package to take before the state legislature after the first of the year. They are going to try to get the state legislature to approve some sort of reciprocity. We are for reciprocity not only in special education but also in other areas.

I think the biggest problem in special education reciprocity for Illinois is that Illinois demands 32 semester hours in the special education area. In some of your states you require 31 semester hours or 33 semester hours. Therefore, a person with a 31 semester hour certificate does not qualify for an Illinois certificate; someone with a 33 hour certificate or 32 semester hour program does qualify. This is a very strict structure and I believe it is going to be quite difficult to work out a kind of reciprocal program with these differences in requirements. We hope that in the package that we put before the legislature there will be some provision for changes under the Illinois standard special education certificate.

INDIANA

Dr. Clifford Grigsby

I don't know whether Indiana is unique in this respect or not, but we have a shortage of special education teachers, and as a result, we have attempted to institute some special kind of programs. The Indiana legislature in 1969 mandated certain special education programs; this has compounded the shortage problem so that the State Board of Education now issues what we call a limited certificate. This means that if you have 15 hours of special education, you may be given a limited certificate which is renewable each year for a period of five years. At the present time we have issued approximately 500 special education certificates and we still have quite a shortage.

In Indiana if you graduate from a state school that has an approved program in special education or if you are from out of state and graduated from an NCATE-approved school you can get a special education certificate. If, however, you graduate from a college or university that does not have NCATE approval, then we will issue a reciprocal certificate and evaluate the out-of-state program along the lines

of the Indiana program requirements. If differences exist these must be removed within a five year period.

The problem of interstate certification is one which Indiana may very well meet by going into the interstate certification compact agreement. However, one of the states on our border does not have an enabling act—I believe Illinois) so at this time we may not enter into an agreement with that state. But if we could work out some kind of an agreement with our border states, 75 per cent of our interstate problems would be solved. We are going to enter into an agreement with Kentucky, and we are also negotiating with Ohio and Michigan. I am not sure what this conference can do to help us attract more special education teachers to Indiana; however, we will be very happy to work with the other representatives and I am sure something helpful will occur.

IOWA

Dr. Orrin Nearhoof

One of the problems which must be raised during any discussion of reciprocity in certification relates to a receiving state, such as Iowa, requiring a higher level of preparation than that required in the sending state (or states). For example, we require a master's degree in the area of speech correction. How many states have this as the basic level of preparation? It is important that we deal with this type of problem.

Along the same lines of the problem of levels of preparation required for certification, we also have different requirements in terms of the subject matter preparation. We need not only a commitment to reciprocity among the states but also among those institutions which are involved in the preparation of teachers in a specific area.

One concern I have for a meeting of this nature is the focus on special education alone. This has bothered me

from the very beginning. When I was first informed about the project, my reaction was very negative. Since 1966 I have followed the Interstate Project out of New York. We have had a bill to the legislature, but it has never been introduced.

Since 1966 quite a bit of work has gone on nationwide in terms of the compact. It already covers most general classroom teachers, and I think we could find this compact could also include special education teachers for those states that were party to the contract.

For many years, graduates of NCATE-accredited institutions were the only ones coming to Iowa who got regular certification. If you did not graduate from an NCATE-approved institution, you could only get a provisional certificate, which is a temporary certificate; then you had to take additional graduate work at a recognized graduate institution before you could get a professional certificate in our state. So we have had a pretty strong base for the NCATE reciprocity system.

The approved-program approach represents another type of problem. You have the difference between the approved-program and the specific-course kind of approach.

What about the different state forms and the different lists of schools that one has to consult? Is it an NCATE school? If it is not NCATE, is it regionally accredited? Is it approved by the sending state? Then you go to another source of information and you encounter different terminology; one year it is this, and the next year it may be non-categorical. What does that mean to me as a certification officer?

I am very happy with my very discrete programs: mentally retarded, physically handicapped, emotionally handicapped, visually handicapped, communication handicapped, speech and hearing, and now I have a person with a non-categorical type of certification. Where do I put him and what credential do I give him? I can't give him anything.

Another real problem occurs when one state

develops, perhaps out of an institution's desire to have a specific kind of program, a certification program which relates to the kinds of problems and needs in that state, and the states surrounding it do not. Here, again, we get into the process of developing a reciprocity system before you have some kind of control concerning where we are going educationally. I think we need the development of educational personnel to serve specific kinds of need for children, and I think that states must work together on this, not only state agencies but also universities that prepare teachers.

Let me go back to the problem of terminology, again. Hopefully, we can come up with some common terms which would be mutually understood across the nation. Perhaps in this Institute we can come up with some common agreements on what we are talking about in terms of level of preparation, the kinds of people we are dealing with, the kinds of services they are going to perform, and if necessary the kind of credentialing we are going to follow. It is not an easy task that you have set out for yourself. But I hope we can help you a little.

MICHIGAN

Dr. Lee B. Lonsberry

I really do not see any major legislative or certification code problems which would deter the consummation of certification reciprocity agreements among most states. I do see overly protective certification officers hiding behind these twin elements in order to preserve the status quo—in order to keep the "boat from rocking."

I do not see a teaching certificate as any kind of guarantee that the holder thereof is a competent teacher, but I do see proponents of current teacher certification practices clinging to the credit and degree concept of certification as the only sound basis for teacher licensure.

I would submit, therefore, that current certification codes and legislative acts in most states already provide the

necessary flexibility to develop reciprocity agreements with sister states. What then are the problems? I would suggest that the following are representative:

1. The principal problem, as I see it, is the lack of a genuine commitment for reciprocity on the part of the decision makers, be they state boards of education or state school officers. Numerous studies indicate that nearly every interested group favors reciprocity: teachers, administrators, colleges of education, school boards, state departments, and even the general public have gone on record as favoring teacher certificate reciprocity. However, like the weather, everyone talks about it, but nobody does anything about it. Therefore, when I speak of genuine commitment by the decision makers, I am speaking of a willingness to act.
2. Reciprocity has always been hampered either by an inadequate supply of teachers or by an over-supply of teachers. Research indicates that states have tended to "go slow" on reciprocity when the supply of teachers was inadequate—the fear being that we might lose more teachers than we would gain. During periods when we have experienced an "over-supply" of teachers, we have been equally reticent about reciprocity. However, the concern during the "over-supply" period is to protect the teaching positions which might be available for those graduating from our own state teacher education institutions. The result has been inaction.
3. I do not believe a special education reciprocity program can get off the ground unless it is part of an overall reciprocity program which includes regular or general teacher certification. In our state, for example, a special education category simply becomes an endorsement area on the general provisional or permanent certificate. Therefore, unless we take general certification with us, I see

no possibility of real success.

4. If individual states are going to continue to structure their certification requirements in terms of specific courses and hold rigidly to those courses, then we cannot expect a consensus regarding reciprocity agreements.

Another example from our state should illustrate the point. Up until two years ago, Michigan required all special education teachers to complete a course in Mental Hygiene and a course in Education of the Exceptional Child. It made no difference what type of program a candidate might have completed in another state, and it made no difference that he might have proved himself to be a very capable teacher with ten or more years of experience. He still had to have those two courses or he couldn't be certificated. Fortunately, these restrictions have been removed.

5. If you will permit me to step into the role of the "devil's advocate," I will outline what I believe to be the number one problem for those of you who are directly involved in the area of special education.

Those who make up the professional family in special education must decide, at this juncture, which route they are going to travel. Over the years, they have built literally an educational empire. They have wanted to be with, but not of, the regular teacher education program in our schools. It is safe to say that some animosity has been directed toward teachers of special education because of the mandated lower class sizes, because of individual classroom budgets and because of differential salaries. In our state where teacher negotiations are now a way of life, teachers of special education have frequently generated little sympathy for their cause.

A second dimension to this problem is the thrust of the state and national associations toward certification. Three years ago, in our state, the Visiting Teachers Association, now called School Social Workers, succeeded in having legislation passed which no longer requires such persons to hold valid teaching certificates. Thus, we must ask how can there be certificate reciprocity without certification?

We are all aware, I am sure, that the National Association of Speech Pathologists has launched a program which will establish a separate licensing operation for speech pathologists, thereby removing them from those who must hold valid teaching certificates. If the trend of the respective special education groups is to break away from general certification and establish separate licensing requirements, then I fear our time and efforts here will have been wasted.

These are the five major areas of concern which I believe must be considered before consensus can be achieved. Let us not become hopelessly mired down with the mechanics and individual terminology of each other's certification programs. Rather, let us have faith that each state has developed its certification program with equal care, and, thus, we can focus our attention on the principles, purposes and philosophies which are common among our respective programs.

MISSOURI

Dr. Paul Greene

The problem we have here, as mentioned this afternoon, is not an easy one but it is not an insurmountable one. Much has been done regarding certification along other lines. For example, 47 of the 50 states have most of their

prestigious institutions and most of their teacher education institutions approved through NCATE—the National Council for Accreditation of Teacher Education. Also, the Interstate Reciprocity Compact has a large program in many of the states and there are others that will be elaborated on a little later. Now we have been charged to try to come up with some type of reciprocity for special education personnel.

In Missouri we would not have too much difficulty getting together in a reasonable and workable reciprocity agreement because we have no legislative requirement to meet. Our State Board of Education has been entrusted with establishing the certification standards and we find that working for certain changes through the State Board of Education is more efficient, quick, and reasonable. Now we also find that it is a little easier to make a change, probably because Missouri is unique among the states with the exception of Illinois. Missouri has a part of the law which says that all persons graduating from one of the state colleges or universities of Missouri with a bachelor's degree in education shall be granted the permanent or life certificate by the institution. Therefore, rather than having one agency in the state which says, "these are our standards," we have eleven agencies: ten state colleges and universities and the State Department of Education. Each one of these agencies may make its own standards, and according to law, may prescribe what is required by the separate institution.

We in the State Department of Education do have minimum standards for personnel coming from other states. We think if the person has graduated from an institution that is regionally approved, that is a good basis. We also look to see if the institution is NCATE-approved, and in lieu of NCATE approval, if the college has its own State Department of Education approval. We can work with those persons coming to Missouri from such approved programs and we would grant them a two-year temporary or provisional certificate and put them on what we call an academic contract. The

individual who has an academic contract goes to the institution that has the particular special education program and works with that institution on the requirements for full certification in a given field. The individual is then working toward that goal at the rate of eight semester hours each two years until full certification is met.

I will say that prior to recent times we had thought that in most special education areas with the exception of speech correction, a valid elementary or secondary certificate should be the prerequisite, but that no longer is a requirement. Now one may be a teacher in special education, per se, or one may be an elementary teacher, but the special education teacher does not have to be certificated in both.

Although it probably won't be in its entirety today, I do think we can make inroads toward solving this problem of reciprocity in special education. I think that we can develop a model for the U. S. Office of Education which hopefully might be a model for other states.

WISCONSIN

Mr. Albert Moldenhauer

I am a relative newcomer in this area of certification, having been in the office about four months. However, even as an administrator of the school systems in Wisconsin, I have long been interested in the area of reciprocity of certification. We are the only state represented here which is now participating in the reciprocity program of the Interstate Certification Project and we are, of course, hopeful of expansion of this program. There are 28 states, I believe, now involved in this interstate project and we have processed applications for certification from most of the states, either for graduates just coming into the field or people entering through an experience record. It has enhanced the procedures of certification for out-of-state people.

One of the areas which certainly is important in

this reciprocity arrangement is the approved-program concept, in which, I believe, most states around us have participated. The approved program carries with it a necessity for regular programmed visitation by the State Department of Public Instruction or State Department of Education. It is important, we feel, that the institution be accredited by a state, regional or national accrediting agency. Among the problems we have encountered when we try to dig a little deeper is the one of course descriptions. I think there has to be some reasonable likeness in courses among states. The problems we meet when applications come in from other states are the differences in certification among the states. What is the initial certificate like in this state or that state? Now a person being fully qualified in any area of teaching in Wisconsin gets the three-year certificate or three-year license which implies full certification. Then, having served three years successfully, the person is eligible for the life certificate. In most areas there are no requirements for additional graduate work or course work of any kind. Initial certification in other states might not be identical with ours. But in the present arrangement, we are obligated to give a certificate like that which is issued by the originating state or a Wisconsin certificate most nearly like the one issued in the state from which the teacher comes.

Another possible problem, as I see it, is the problem of dissemination of information, change in state requirements and so on. Rather than having each of the states send out literature to each of the other states, it would be desirable to have a central clearing house to which each state could send its material and then have it dispensed in somewhat uniform format and condition so that it could be more easily used in certifying teachers.

I can see only advantages that can come from this project, but some of us will have to let the gates down and take a look at the total picture rather than our individual bailiwicks in the area of special education or in any other field.

General Session

2

Interstate Compact Model

Dr. Charles C. Mackey, Jr.
Interstate Certification Project
Albany, New York

I am intrigued by the process of teacher certification. I have had some experience in this field in a large state and a small state. I started in the certification business in the state of Rhode Island, which issues approximately 700 certificates a year, which is a mighty small state and probably does not fit your situation. I have been with the state of New York for the last five and one-half years, where we do 135,000 evaluations a year and issue in excess of 70,000 certificates a year. That may not fit your situation either, but your work probably falls somewhere in between. I feel that being familiar with the problems of the small state and and familiar with the problems of the large state I can readily understand what problems special education department personnel have, as well as the people in colleges and universities, regarding teacher certification. One of the speakers last evening alluded to the fact that the National Association of State Directors of Teacher Education and Certification had a terminology committee in existence for about 15 or 20 years. I served as chairman of that committee for two years and resigned that position because of the futility in getting any degree of commonality and any basic denominators to serve as a foundation in establishing definitions in the area of certification terminology. I do feel that through the Interstate Certification Project we have

been able to develop some new and acceptable terminology.

Certification is a function delegated by state legislatures under education law or other statute to the respective state education departments. To put it very simply, however, whatever the legislature giveth the legislature may taketh away. That brings me to another point of reference. Some of our colleagues feel that we should not "go near" the legislature, that we should stay away from state senates and houses of representatives or assemblies. We do not want them to know how well or how poorly we are accountable for our operations. I think we can take little comfort in that kind of admonition. To say that we cannot or are unable to communicate with our legislative friends or that we must stay away from them because we do not want them to know what we are doing, or that they do not understand our terminology, is a poor stance for us to take at this point in time.

Having served Rhode Island as State Director of Teacher Education and Certification from 1963 to 1966 I am familiar with the many compacts, contracts or gentlemen's agreements that have existed among the many states prior to the implementation of the Interstate Certification Project. In the mid-1940s the New England States, New York and New Jersey developed what was termed the Eight State Reciprocity Compact. This was a provision under which a person who held a valid teaching certificate in one of the member states and had completed three years of teaching experience under that certificate would be eligible for the equivalent certificate in one of the other states should he choose to take a position there. Subsequent to that the Eight State Reciprocity Compact was established in 1951. This included the initial eight states and Delaware, Maryland, and Pennsylvania. Under this compact a person completing a state-approved elementary teacher education program in one of the 11 participating states would be automatically eligible for the initial regular "Elementary" certificate from one of the other states upon application and verification from the

college granting the degree that the individual had completed the "approved elementary teacher education program." I think this is an indication of a basic belief in the rights of the state and a trust in what the states are doing in the approval of teacher education programs.

When I was one of the facilitators of these agreements, the major problem I encountered was that as individuals in the respective certification chairs in the other states changed, so did the policies regarding these agreements change. I think these agreements, while in many cases enacted or carried out under regulation of the State Board of Education or Board of Regents, did not have the kinds of safeguards which I think are necessary for the prospective teacher and for the state education departments as well.

Early in the 1960s with the development of the Elementary and Secondary Education Act, Title V, Dr. Alvin P. Lierheimer, who at that time was Director of the Division of Teacher Education and Certification in New York, applied for a planning grant to develop a model of an interstate certification system. This concept had been in existence for many years. The National Association of State Directors of Teacher Education has addressed the subject; State Commissioners of Education have spoken about it; and it has been considered in the U. S. Office of Education during the tenure of Mr. Studebaker, the Commissioner of Education during the Eisenhower administration. Although it had been talked about for many years, Alvin Lierheimer provided the impetus for the Interstate Certification Project. The grant was given to New York State as a planning grant under E.S.E.A Title V in May, 1966. The Project then called together State Directors of Teacher Education and Certification from across the nation. The reason I allude to 1966 is because within this short period of five years it is impossible for me to estimate the amount of time spent in achieving the task of an interstate certification system. It is one of no small measure, and whatever results you are able to come up with within these three days will

certainly be to your credit. As I pointed out, the number of hours and the amount of money spent bringing people together to discuss all aspects of certification and teacher education are innumerable. I am hopeful that your deliberations will take into account much of what has transpired among the states participating as direct members of the Interstate Certification Project and the work of those who are not yet members.

The basic factor in the implementation of the Interstate Certification Project, as we have envisioned it, is the enactment into legislation of an Interstate Agreement on the Qualifications of Educational Personnel. This is the first ingredient, if you will, of the implementation of the Interstate Project. It was hammered out in a number of sessions by persons working in all areas of teacher certification and teacher education. The Interstate Agreement on Educational Personnel must be adopted exactly as it appears in order for it to be consistent across the states since that interstate agreement is not only a statute, but also a contract between the member states. A copy of that interstate agreement appears in your portfolio. The yellow booklets entitled *Carrying Your Talents Across State Lines* set out the policies and the findings as they relate to the Interstate Agreement on the Qualifications of Educational Personnel. Regarding the implementation, we have what is termed enabling legislation. This prescribes in education law the ability of the state to implement the interstate certification agreement. It is merely an accommodation for the state to act.

At the present time 28 states across the nation have enacted the Interstate Agreement on the Qualifications of Educational Personnel. As of October 1, 1971, 23 states have signed what is termed the principal contract, which is another facet of the Interstate Certification Project. The principal contract is the technical aspect of the interstate agreement. This is the operational procedure which the certification officer is required to follow in order to actually grant certification to

persons seeking certification in the receiving states. The principal contract, as it was originally written, covered only classroom teachers. Recently added to the principal contract is a codicil. With the principal contract *and* the codicil, all certified professional personnel who have as a minimum basic requirement the baccalaureate degree are covered. The exceptions are those who carry a title analagous to superintendent, deputy, associate, or assistant superintendent of schools. Excluded now from the contract are career education people, the occupational or technical teachers, who, by and large, have not been required to hold a baccalaureate degree. The principal contract, as I said, has been signed by 23 states, with a 24th state pending. Thus, of the 28 states which have enacted the legislation, 24 are practicing members of the original compact itself.

Under the principal contract there are two basic ways in which a person may achieve certification. One is through the "approved program" route to teacher certification as spelled out in Paragraph 3 of the Manual. It requires that a state which has the responsibility for approving state education programs will also be responsible for designating institutions within that state which have approved teacher education programs and for delineating the certification areas for which that institution was approved. This approval would be based upon standards that are adopted by that particular state either formally or informally. The standards used may vary from a state-developed system to a set of nationally accepted criteria which the state uses for the evaluation of teacher education programs. Some state departments of education may also state that institutions which are NCATE approved are also state approved. This might constitute another method used by a state to indicate that an institution's programs are approved.

Paragraph 3 states that the program must be re-approved at least once every five years and that within that five-year period there must be an on-site visit from an

evaluation team. A paper and pencil evaluation is not sufficient; there must be an *on-site* visit by a team of competent individuals to assess the quality of that program. Paragraph 3 also provides for out-of-state certification officers and similar people to serve on teams at their own expense. For example, in its approval of programs the state of Pennsylvania issues to the other 23 participating I.C.P. states a notification that a particular university is going to have its elementary and/or secondary education programs reviewed on a specified date. That notification to other state personnel officers serves as an invitation to them to participate on the team so that representatives may familiarize themselves with the activities that the "sending" state uses in evaluating teacher education programs. The reciprocal agreement also exists.

Paragraph 3 further permits graduates of these approved teacher education programs to receive the "initial regular" certificate in the receiving state. One of the 23 then becomes the "receiving" state with the other one being what we term the "sending" state. "Initial regular" is one of the terms coined among members of the Interstate Project to identify the first regular certificate. You then get over the problems inherent with "provisional," "permanent," "temporary," or "emergency" certification. "Initial regular" is a certificate that all approved-program graduates receive upon application and submission of whatever the receiving state terms appropriate credentials.

Paragraph 4 provides the alternative route to gaining certification in the "receiving" state. That is, a person who holds a valid teaching certificate in one of the sending states and has completed 27 months of teaching experience within the past three years, of which 18 months were performed under a valid credential, may receive the initial valid certificate in the "receiving" state. Let me restate: No matter how the individual earned the certificate in the sending state, that individual having had at least 18 months of service under that certificate out of a total of 27 months of teaching within

the past five years would be eligible to receive the initial regular certificate under Paragraph 4 of the Interstate Project. Here we have the two routes, one based upon "approved programs," the second one based upon experience. Remember that under Paragraph 4 we are still treating teachers whose basic requirement is a baccalaureate degree, i.e., a person who has certification based upon a baccalaureate degree.

These are the highlights of the Interstate Certification Project. The Project staff is very hopeful about the direction it is moving, considering the project was born in 1966. There is a great deal of flexibility in the program—flexibility in the area of program approval, and flexibility in providing a route to certify both the experienced teacher and the non-experienced teacher. We feel that the project is off the ground; it is working, and it is alive.

Michigan Model

Dr. Lee B. Lonsberry
Teacher Education and Certification
Lansing, Michigan

The Institute program refers to the Michigan Model. What I am about to present has not been implemented in Michigan, but, hopefully, our State Board of Education will take action on it later this month. The plan, or model, is a very simple one, but I would like to offer a little background before outlining what we have recommended for adoption by our State Board of Education.

Since each state is responsible for establishing its own system of education, it is not surprising to find 50 different and distinct teacher certification codes in operation. I would submit to you that it is obvious that no state has determined that "magic formula" for devising a set of code

specifications that will guarantee a successful and competent teacher. If this were true, certainly the rest of us would have followed suit long ago and adopted that formula. There has been no agreement on a national scale regarding the experiences the teacher candidate should have before receiving a license to teach.

Given the wide variation in state certification codes, it is also not difficult to find one state prescribing requirements in rather broad or general terms based on some predetermined principles while another state specifies in rather definitive terms the number of credits and courses that must be successfully completed before the candidate is given his license to teach.

Each state requires its teachers to hold valid certificates, issued by that state, before such persons can be employed in any of its school systems. Therefore, the teacher who is prepared and licensed in one state has a potential problem whenever he attempts to assume a teaching position in another state.

To resolve this dilemma, countless studies have been conducted over the years which have resulted in a number of feeble attempts to establish certification reciprocity agreements between two or more states. Few of these agreements, however, have really produced the desired results, and, if we examine those agreements, we find that few have stood the test of time.

Hopefully, this interstate reciprocity program will meet with more success. Although Michigan has never had a reciprocity program authorized by its legislature, it has had an equivalency state program which has been in effect since the late 1800s. In practice, that system has provided for the evaluation of certification requirements in each of the other 49 states. Whenever another state's certificate requirements have been deemed equivalent to those in Michigan, the State Board of Education, through formal action, has authorized the Department of Education to recognize as

equivalent the valid certificates from that state.

We do not accept all types of certification from these equivalency states, but we classify them according to the type of certificate we are willing to accept. You have before you a list of the states and certificates which constitute the Michigan equivalency program.

The Michigan equivalency state system has been reasonably successful in that persons who come from the approved states with valid certificates are able to receive our initial, provisional certificate without difficulty. However, persons with certificates not deemed equivalent from any of these states or from states not on the list must submit their credentials for individual evaluation. Here is where our problems begin; barriers are immediately thrown up because we must apply, very rigidly, the strict code requirements.

Throughout Michigan's present certification code, one finds a single phrase appearing repeatedly which leads one to believe that the heavy emphasis in Michigan teacher certification falls upon "a planned program." The planned-program concept implies that a person does not just pick up so many hours in a professional education sequence or in various teacher education programs, but has a planned program that has been mapped out for him by the institution which will sponsor him for certification. But this planned program does not work very well for the person from out of state who is not on the state-approved list or who does not hold an approved certificate. Current procedures for evaluating out-of-state credentials for persons not on this list make it virtually impossible for department staff to keep faith with what is believed to be the major thrust of our code. When an out-of-state evaluation is made, we in the Department of Certification really have no basis for determining the extent to which the candidate has followed a planned program. If it is noted that he lacks a specified number of credit hours to complete the educational sequence, or to complete his substantive

OUT-OF-STATE EQUIVALENCY CERTIFICATES

Michigan Elementary and Secondary Provisional Certificates are issued on an equivalency basis when a candidate holds a valid certificate from one of the states listed below. A Michigan Equivalency Provisional Certificate is granted only when the Certificate from the Approved state is issued on the basis of the minimum requirements established by the Michigan State Board of Education.

STATE	CERTIFICATE	TYPE
Alabama	Elem. & Sec.	Classes B, A, & AA
Arizona	Elem. & Sec.	Temporary & Standard
California	Elem.	Standard
Connecticut	Elem. & Sec.	Provisional & Standard
Delaware	Elem. & Sec.	Standard
Florida	Elem. & Sec.	Post Grad. Ranks I & II
Georgia	Elem. & Sec.	T-5
Hawaii	Elem. & Sec.	Professional
Idaho	Elem. & Sec.	Standard & Advanced
Illinois	Elem. & Sec.	All grades Supervisory
Indiana	Elem. & Sec.	Provisional & Professional
Kansas	Elem. & Sec.	Degree 3-year
Kentucky	Elem. & Sec.	Provisional & Standard
Louisiana	Elem. & Sec.	Types A & B
Maine	Elem. & Sec.	Provisional & Professional
Maryland	Elem. & Sec.	Standard & Advanced
Mississippi	Elem. & Sec.	Classes A & AA
Nevada	Elem. & Sec.	Professional 6-year
New Hampshire	Elem. & Sec.	Professional
New Mexico	Elem. & Sec.	4-year Provisional
New York	Elem. & Sec.	Provisional & Permanent
North Carolina	Elem. & Sec.	Class A & Graduate
Ohio	Elem. & Sec.	Professional & Permanent
Oregon	Elem. & Sec.	Standard
Pennsylvania	Elem. & Sec.	College Provisional
Rhode Island	Elem. & Sec.	Professional
South Carolina	Elem. & Sec.	Class I & Class I Adv.
South Dakota	Elem. & Sec.	Adv. Professional
Texas	Elem. & Sec.	Provisional & Professional
Virginia	Elem. & Sec.	Post Grad. Professional
Washington	Elem. & Sec.	Standard K-12
West Virginia	Elem. & Sec.	Professional & Permanent
Wyoming	Elem. & Sec.	Professional

major or minor, we advise him of this, whereupon he begins to shop around for the credits in an effort to eliminate his deficiencies. The necessary credit, more often than not, is completed without regard to a planned program, and, frequently, the credit is completed at two or more institutions, which almost assures that it is not going to be part of a planned program.

The irony of this, it seems to me, is the fact that a candidate from out of state with a degree and valid certificate is really submitting evidence that he has completed a planned program in that state. It will also be argued that this is sufficient for granting the Michigan provisional certificate. If the major emphasis in our state is the completion of a planned program, then the candidate from out of state with a valid certificate based on a bachelor's degree and the successful completion of a teacher education program has met the intent of our code, and should, therefore, be granted provisional certification.

I would also argue that there is no place in teacher certification regulations for provisions that would attempt to control the supply of teachers. Rather, regulations should serve only to assure the public of reasonably qualified teachers. If we "tinker" with our codes to try to control the supply and demand of teachers then I think we are selling our profession short.

One of the glaring incongruities of the equivalency state system which Michigan currently operates is the variance of special education requirements among the states. Many examples could be cited; however, two will illustrate the point. You will note that the states of Maine and Nevada are on our equivalency states list, which simply means that we are prepared to grant a Michigan provisional certificate to any candidate from those two states who can present a valid certificate. However, you will find that neither Colorado nor Wisconsin is on the approved list. In the area of special education, the states of Maine and Nevada require only

twelve semester hours to qualify for special education. On the other hand, Colorado and Wisconsin are requiring from 20 to 28 and from 30 to 36 semester hours for special education majors. I would suggest that there is an obvious inequity here which defies reasonable explanation.

If we assume that our primary purpose is to process and to issue certificates in accordance with the prescribed rules set forth by the State Board, then there is little that can be done at the state level to assess how well those persons receiving certificates will actually perform in the classroom. Certainly we cannot determine this when we do not even see the candidate. The performance and competence accountability of the teacher rests, I believe, with the employing school district, although many would concede that the organized profession should share in this responsibility of teacher accountability. Evidence suggests that Michigan school district employing officials have for many years done a creditable job of screening and employing out-of-state teacher candidates with varying preparation backgrounds.

Recent surveys completed in three of our intermediate school districts revealed that out-of-state candidates appeared to do as well as those prepared and graduated from Michigan teacher education programs. In fact, on a percentage basis there was little difference in the success and failure incidence of Michigan-prepared teachers versus out-of-state-prepared teachers.

A total of 53 school districts in Monroe, Oakland, and Wayne counties, heavily populated areas, were surveyed relative to success and failure incidence of state and out-of-state-prepared teachers during the 1968-69 and 1969-70 school year. In 1968-69 .8 per cent of those teachers prepared in Michigan teacher education institutions were either released or placed on probation for unsatisfactory service. In the same year 1.2 per cent of the out-of-state-prepared teachers in those counties were released or placed

on probation. In 1969-70 slightly more than one per cent of both Michigan and out-of-state-prepared teachers were released or placed on probation for unsatisfactory service.

Statistics compiled by our department during the past five years indicate that approximately 20 per cent of the public school teaching force received its preparation outside the state of Michigan. The percentage of out-of-state-prepared teachers has remained fairly stable during this period and there is no evidence to indicate that these teachers are any less prepared, or any less effective in the classroom, than those who completed programs through Michigan education institutions.

Conclusions:

From this background, a number of conclusions can be drawn which appear to lead to several logical courses of action.

First, although each state has devised its own set of teacher certification criteria, there is no evidence to indicate that the certification requirements of one state are any more effective than another insofar as successful performance is concerned. Few would disagree with the notion that every teacher should have adequate preparation in the area or areas in which he is going to teach. However, successful classroom teaching is apparently keyed to the individual teacher rather than to the prescribed certification requirements he has endeavored to meet. Assuming this thesis is correct, it is impractical to control issuance of a license to teach simply on the basis of one state's prescribed set of certification requirements. The first major test of the teacher-candidate is in his selection and nomination during the employing district's screening process. The ultimate test, of course, is the actual classroom performance of the teacher, and as already noted, there is evidence that Michigan employing officials are at least as successful in their selection of out-of-state candidates as they are in their selection of Michigan-prepared candidates.

Secondly, it may be argued that our department, with the present certification code to administer, is in no position to deny provisional certification to an out-of-state candidate who possesses a degree and a valid certificate indicating successful completion of a planned teacher education program. I am suggesting that, until performance or competence-based certification genuinely exists, the act of licensing should not be confused with the act of performance. Therefore, recognizing the limited success of the state equivalency system that now exists, it may be concluded that an equivalency program which guarantees parity to all out-of-state candidates is worthy of consideration.

Thirdly, our State Board of Education has constitutional and legislative responsibilities to approve teacher education programs of higher education institutions, and our current certification code calls for periodic review of all existing programs. Therefore, it seems logical that the major thrust of the State Board of Education and the Department of Education should include a vibrant program wherein new or amended teacher education programs are subjected to the most rigorous tests to assure their relevancy to current educational needs, while existing teacher education programs are undergoing a continuous evaluation process. In short, tests, measurements, and inspections of programs should be operating while the product, the teacher, is being made and not at the time the label, the certificate, is affixed. The labeling, which is certification, should be routine once it is determined that the product is of high quality. Thus, out-of-state candidates who have not graduated from approved teacher education programs should be required to enroll and successfully complete such a program from an approved institution of his own choosing.

This set of conclusions and background led us to three very simple recommendations which we hope our State Board of Education will adopt later this month. I do not

think they will conflict with the NCATE concept which our State Board adopted this fall. I do not think they will conflict with the Interstate Reciprocity Compact. In fact, I think they may facilitate both of these. We recommended that, in accordance with provisions of the code, our State Board of Education approve a five-year experimental equivalency program whereby a valid certificate issued by any other state which is based on a bachelor's degree and successful completion of a teacher education program shall be accepted as sufficient evidence of equivalency for the purposes of granting the Michigan provisional certificate. It is a very simple statement. In short, it simply says that we are not concerned about either the state or institution from which the teacher candidate comes. If the candidate has a bachelor's degree, if he completed an approved teacher education program, and if he has a valid certificate, why not grant the Michigan provisional certificate in return? A license does not guarantee competency. That competency will have to be determined by the employer during the screening process.

The second recommendation provides that an out-of-state candidate with fewer than twelve semester hours of bona fide professional education credit shall be referred to an approved teacher education institution of his choosing for the purpose of successfully completing that institution's teacher education program. The third recommendation suggests that the Division of Teacher Education and Certification be directed to maintain records of certificates issued under this program and to prepare annual reports for the State Board of Education concerning the program's impact on the state's elementary and secondary education programs. We are of the belief that, with authorization for a five-year experimental program in this area, neither the recruitment nor the quality of teachers will be affected.

Eleven Northeastern State Reciprocity Plan in Elementary Teacher Education

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and Certification
Trenton, New Jersey

Let us now take a look at what is called the Eleven Northeastern States Reciprocity Plan. This is its official title, but today, there are only ten states in the plan, as New York withdrew from the agreement in 1970. Giving some of the background, I think it is very important to note the geographic proximity of the states involved in the eleven-state agreement from Maryland to Maine. This is not a large geographic area, and transportation is easy among these states. For many years the state directors in the northeast region have met twice a year. Through these personal contacts over a long period of time there has developed a certain respect and "mutual admiration society." Each of the states, I think, has come to recognize that there is absolutely no evidence to indicate that a particular sequence of courses produces a better teacher or more effective teacher than a different sequence of courses. You can play the numbers game forever: Should a test and measurements course have two semester credit hours, three semester credit hours, so many quarter hours credit or whatever? It just does not seem to make that much difference! Again, the individual is the determining factor.

The eleven-state agreement is limited to elementary teachers and you would think, on the surface of things, that this would cut down a lot of the discrepancies that might exist among states. But it has not. The group has identified seven different types of elementary programs

which are eligible for certificates and reciprocal certification. They are:

1. Elementary
2. Primary (Grades 1-3)
3. Kindergarten - Primary
4. Nursery, Kindergarten, Elementary
5. Kindergarten - Elementary
6. A graduate program that includes supervised student teaching
7. Graduate program only; no undergraduate program available.

Below is the complete list of the state-approved college programs with the coding of the program which they offer in their respective institutions, and also a copy of the request form for reciprocal elementary teacher certification. For example, Connecticut is the first state listed, and Connecticut College, New London, offers a kindergarten-elementary program which is number five. A graduate coming from that program can be awarded the appropriate certificate which entitles that person to teach kindergarten-elementary in the receiving state. At the University of Delaware they have two approved programs; one is just elementary (number one) and kindergarten-primary (number three).

Some states issue different certificates, as in New Jersey. We issue two of these certificates ourselves, a primary certificate for grades 1-3 and the regular elementary certificate, which is a K-8 certificate. However, the eleven-state reciprocity agreement is different from Michigan's equivalency plan in that the list of schools for states that were listed here is reciprocal, whereas in the Michigan plan there is no indication that that list of states would necessarily accept the Michigan graduates. In reciprocity, we are thinking of a two-way street.

Other discrepancies or differences among these eleven states in the northeast are quite apparent. To illustrate this point, take the example of New Jersey on one hand and

January, 1970

**ELEMENTARY TEACHER CERTIFICATION
ELEVEN NORTHEASTERN STATES RECIPROCITY PLAN
GRADUATES OF APPROVED ELEMENTARY TEACHER EDUCATION PROGRAMS**

In 1957 a plan was adopted whereby graduates who have completed approved elementary teacher preparation programs including student teaching in the New England States, New Jersey, New York, Pennsylvania, Delaware, and Maryland are granted an Elementary Certificate, provided that: (1) the candidate holds at least a bachelor's degree, (2) the program is approved by the State Department of Education in the state in which the institution is located, and (3) the institution is accredited by a regional or national accrediting agency. Under this plan it is not required that the candidate have had teaching experience other than successful student teaching.

Below is the revised list of all of the regionally accredited colleges in the northeastern states with state approved programs for elementary school teachers. The curricula offered at the colleges are indicated with the following key:

1. Elementary
2. Primary (Grades 1-3)
3. Kindergarten-Primary
4. Nursery, Kindergarten, Elementary
5. Kindergarten-Elementary
6. Also has graduate program that includes supervised student teaching
7. Graduate program only; no undergraduate program available.

Superintendents desiring to employ graduates of these approved programs should instruct the applicant to obtain "Request for Reciprocal Elementary Teacher Certification Form B" from the State office or from the college. This form should accompany the official college transcript when application for teacher certification is made.

LIST OF APPROVED PROGRAMS 1967-68

**COLLEGE AND LOCATION
(Administrative Office)**

	Curriculum		Curriculum
CONNECTICUT			
WILLIS H. UMBERGER, Chief, Bureau of Federal-State-Local Relations, State Department of Education, Box 2219, Hartford 06115		Farmington State College, Farmington	5
Connecticut College, New London	5	Garham State College, Garham	5
Central Connecticut State College, New Britain	5	University of Maine, Orono	5
Western Connecticut State College, Danbury	5	St. Joseph's College, No. Windham	1
Saint Joseph College, West Hartford	4		
Southern Connecticut State College, New Haven	4		
University of Bridgeport,			
Bridgeport	5		
University of Connecticut, Storrs	5		
University of Hartford, Hillyer College, Hartford	5		
Eastern Connecticut State College, Willimantic	4		
DELAWARE			
ELIZABETH C. LLOYD, Director of Teacher Education and Professional Standards, State Department of Public Instruction, Dover, (Box 697) 19901			
Delaware State College, Dover	1 4*		
University of Delaware, Newark	1 3		
MAINE			
J. WILFRID MORIN, Director, Bureau of Professional Services, State Department of Education, Augusta 04330			
Aroostook State College, Presque Isle	5		
		MARYLAND	
		W. THEODORE BOSTON, Director of Certification and Accreditation, State Department of Education, 301 West Preston Street, Baltimore 21201	
		Bowie State College, Bowie	1
		College of Notre Dame of Maryland, Baltimore	1
		Columbia Union College, Takoma Park, Wash., D.C.	1
		Coppin State College, Baltimore	1 3
		Frostburg State College, Frostburg	1 3
		Goucher College, Baltimore	1 6
		Hood College, Frederick	3
		Morgan State College, Baltimore	1
		Mount St. Agnes College, Baltimore	1
		Saint Joseph College, Emmitsburg	1
		Salisbury State College, Salisbury	1
		Towson State College, Towson	1 4
		University of Baltimore	1
		University of Maryland, College Park	1 4

* N-3

COLLEGE AND LOCATION
(Administrative Office)

MASSACHUSETTS

JOHN P. McGRATH, Director of Teacher Certification
and Placement, State Department of Education,
182 Tremont Street, Boston 02111

Curriculum	
American International College, Springfield	1
Anna Maria College, Paxton	1
Atlantic Union College, South Lancaster	1
Boston College, Chestnut Hill	1 6
Boston University, Boston	1 6
Brandeis University, Waltham	1
Cardinal Cushing College, Brookline	1
Clark University, Worcester	1 6
College of Our Lady of the Elms, Chicopee	1
Eastern Nazarene College, Wollaston	1
Emerson College, Boston	1
Emanuel College, Boston	1
Gordon College, Wenham	1
Harvard University, Cambridge	7
Hebrew Teachers College, Brookline	1
Lesley College, Cambridge	1
Mt. Holyoke College, South Hadley	1
Newton College of the Sacred Heart, Newton	1
Northeastern University, Boston	1 6
Regis College, Weston	1
Simmons College, Boston	1 6
Smith College, Northampton	1
Springfield College, Springfield	1 6
State College, Boston	1 6
State College, Bridgewater	1
State College, Fitchburg	1
State College, Framingham	1 6
State College, Lowell	1
State College, North Adams	1
State College, Salem	1 6
State College, Westfield	1
State College, Worcester	1
Suffolk University, Boston	1
Tufts University, Medford	1 6
University of Massachusetts, Amherst	1 6
Wheaton College, Norton	1
Wheelock College, Boston	1

NEW HAMPSHIRE

HARVEY HARKNESS, Director of Teacher Education
State Department of Education, Concord 03301

Keene State College, Keene	1 6
New England College, Henniker	1
Plymouth State College, Plymouth	1 6
University of New Hampshire, Durham	1 6

NEW JERSEY

ALLAN F. ROSEBROCK, Director of Teacher
Education and Certification, State Department of
Education, 225 West State Street, Trenton 08625

Caldwell College for Women, Caldwell	1
College of St. Elizabeth, Convent Station	1
Fairleigh Dickinson University, Rutherford	1
Felician College, Lodi	1

Curriculum	
Georgian Court College, Lakewood	1
Glassboro State College, Glassboro	1 3 6
Jersey City State College, Jersey City	1 3 6
Manmouth College, West Long Branch	1
Newark State College, Union	1 4 6
Paterson State College, Wayne	1 3 6
Rider College, Trenton	1
Rutgers, The State University, New Brunswick	6
Saint Peter's College, Jersey City	1
Seton Hall University, South Orange	1 6
Trenton State College, Trenton	1 3 6
Upsala College, East Orange	1

NEW YORK

VINCENT C. GAZZETTA, Director, Division of
Teacher Education and Certification, State
Education Department, Albany 12224

Adelphi University, Garden City, Long Island	4 6
Bank Street College of Education, New York 10014	7
City University of New York	
Brooklyn College, Brooklyn	4 6
City College, New York	4 6
Hunter College, New York 10021	4 6
Queens College, Flushing	4 6
College of Mount Saint Vincent, New York 10471	4
College of New Rochelle, New Rochelle	4
College of Saint Rose, Albany	4 6
Columbia University, Teachers College, New York 10027	7
Cornell University, Ithaca	7
Dominican College of Blauvelt, Blauvelt	4
Dowling College, Oakdale, Long Island	4 6
D'Youville College, Buffalo	4
Elmira College, Elmira	4 6
Finch College, New York	4
Fordham University, New York 10007	4 6
Hofstra University, Hempstead, Long Island	4 6
Houghton College, Houghton	4
Kauka College, Kauka Park	4
Kings College, Briarcliff Manor	4
Ladycliff College, Highland Falls	4
Long Island University	4
C. W. Post College, Brookville, Long Island	4
Conolly College, Brooklyn	4
Marweather Graduate Division, Brookville, Long Island	7
Southampton College, Southampton, Long Island	4
Zickendorf Graduate Division, Brooklyn	7
Manhattan College, Bronx	7
Manhattanville College of the Sacred Heart, Purchase	4 6
Marymount College, Tarrytown	4
Marymount Manhattan College, New York 10021	4
Medaille College, Buffalo	4
Mercy College, Dobbs Ferry	4

COLLEGE AND LOCATION
(Administrative Office)

Curriculum		Curriculum	
Mills College of Education, New York 10011	4	Beaver College, Jenkintown	4
Molloy Catholic College for Women,		State College, Bloomsburg	4
Rockville Centre, Long Island	4	Bucknell University, Lewisburg	4
Mount Saint Mary College, Newburgh	4	State College, California	4 3
Nazareth College, Rochester	4 6	Cabrim College, Radnor	4
New York University, School of Education,		Carlow College, Pittsburgh	4
New York	4 6	Cedar Crest College, Allentown	4
Notre Dame College of Staten Island,		Chatham College, Pittsburgh	4
Staten Island	4	State College, Cheyney	4
Nyack Missionary College, Nyack	4	State College, Clarion	4
Pace College, New York	4	College Misericordia, Dallas	4
Pace College, Westchester,		Duquesne University, Pittsburgh	4
Pleasantville	4	State College, East Stroudsburg	4
Roberts Wesleyan College,		Eastern Baptist College, St. David	4
North Chili	4	State College, Edinboro	4 3
Rosary Hill College, Buffalo	4	Elizabethtown College, Elizabethtown	4
Russell Sage College, Troy	4 6	Geneva College, Beaver Falls	4
St. Bonaventure University,		Gettysburg College, Gettysburg	4
St. Bonaventure	4	Grave City College, Grave City	4
Saint John's University, Jamaica	4	Gwynedd Mercy College, Gwynedd Valley	4
Saint Joseph's College for Women, Brooklyn	4	Holy Family College, Torrance	4
Saint Thomas Aquinas College, Sparkill	4	Immaculate College, Immaculate	4
Sarah Lawrence College, Bronxville	4	Indiana University of Pennsylvania, Indiana	4
Skidmore College, Saratoga Springs	4	Junata College, Huntingdon	4
State University of New York, Albany	7	State College, Kutztown	4
State University of New York, Buffalo	4 6	Lebanon Valley College, Annville	4
State University of New York,		Lehigh University, Bethlehem	7
Stony Brook	4	State College, Lock Haven	4 3
State University College at:		Lycoming College, Williamsport	4
Brockport	4 6	State College, Mansfield	4
Buffalo	4 6	Marywood College, Scranton	4
Cattaraugus	4 6	Mercyhurst College, Erie	4
Fredonia	* 3 4 6	State College, Millersville	4
Geneva	4 6	Moravian College, Bethlehem	4
New Paltz	4 6	Muhlenberg College, Allentown	4
Oneonta	4 6	Pennsylvania State University, University Park	4
Oswego	4 6	Point Park College, Pittsburgh	4 3
Pittsburgh	4 6	Rosemont College, Rosemont	4
Potomac	4 6	St. Francis College, Loretto	4
Syracuse University, Syracuse	4 6	St. Joseph's College, Philadelphia	4
University of Rochester, Rochester	4 6	Seton Hill College, Greensburg	4
Vassar College, Poughkeepsie	4	State College, Shippensburg	4
Wagner College, Staten Island	4 6	State College, Slippery Rock	4
Yeshiva University		State College, West Chester	4
Ferkhof Graduate School of Humanities and		Temple University, Philadelphia	4 3
Social Sciences, New York 10033	7	Thiel College, Greenville	4
Stern College for Women, New York	4	University of Pennsylvania, Philadelphia	4
PENNSYLVANIA		University of Pittsburgh, Pittsburgh	4
WILLIAM L. CHARLESWORTH, Director, Bureau of		Villa Maria College, Erie	4
Teacher Education, Department of Education,		Villanova University, Villanova	4
P.O. Box 911, Harrisburg 17126		Waynesburg College, Waynesburg	4
Allegheny College, Meadville	4	Westminster College, New Wilmington	4
Alvernia College, Reading	4	Wilkes College, Wilkes-Barre	4
		Wilson College, Chambersburg	4

* N-3 Program Experimental

COLLEGE AND LOCATION
(Administrative Office)

RHODE ISLAND		Curriculum	VERMONT		Curriculum
KENNETH P. MELLOR, Chief, Teacher Education and Certification, State Department of Education, Roger Williams Bldg., Hayes St., Providence 02908			ROBERT B. VAIL, Director of Teacher Education Services, State Department of Education, Montpelier 05602		
Barrington College, Providence		1	*Castleton State College, Castleton		1
Brown University, Providence		7	*Johnson State College, Johnson		1
Rhode Island College, Providence		1 5 6	*Lyndon State College, Lyndonville		1
Salve Regina College, Newport		1	Middlebury College, Middlebury		1
University of Rhode Island, Kingston		4	St. John the Provident, Rutland		1
			*University of Vermont and State Agricultural College, Burlington		1

*Pending final approval in 1970.

Pennsylvania on the other. New Jersey issues only one certificate, and it is good for life. All you have to do in New Jersey is graduate from a four-year teacher education program and receive the initial regular certificate. You can drop out of teaching for 20 years and come back, and that certificate is as valid as the day it was given. No refresher courses or anything else are required. Pennsylvania, on the other hand, has a three-step certificate; Instructional I, II, and III. The baccalaureate graduate receives the Instructional I certificate, which is good for five years. During that period he must earn 24 additional credits and have three years of successful teaching, and he will receive an Instructional II certificate. After three years of successful experience under that certificate and with a master's degree, he can then receive the Instructional III certificate. So we have this rather wide range of certification regulations and issuances even among this small group of states in the northeast.

In getting a State Board of Education or a state legislature to adopt either a formal contract, as in the interstate compact, or a more informal agreement such as this, certain political questions have to be faced. Educators, in general, I think, tend to overlook the political facts of life. If

The New England States, Delaware, Maryland, New Jersey, New York, Pennsylvania

NOTE: See reverse side for an explanation of the Reciprocity Compact.

1. Use only for those students who have completed your entire program for the preparation of elementary school teachers, including student teaching, as approved by your own State Department of Education.
2. Check carefully the proper level(s) for which a student has prepared and for which he is being recommended.
3. Note that only the president or dean of the institution or the responsible head of the education unit signs.
4. Preparing institution, at student's request, sends form to certification officer of the state where candidate expects to teach.
5. A health certificate is required in some states.

From: _____ State of _____
Name of Institution

Name _____ Date of Birth _____
First Middle Maiden Last

Address _____
No. Street City State

Are you a citizen of the United States? ☐ Yes ☐ No If not, please complete the affidavit on the reverse side when requesting certification in New York.

This is to certify that the above-named student has successfully completed this institution's program in elementary education approved by the Department of Education of the State of _____
He (she) received the degree of _____ on _____
and is hereby recommended for teaching at the following level (s). _____ Date _____

Check appropriate square(s)

- ☐ Nursery, kindergarten, primary (1-3)
- ☐ Nursery, kindergarten, elementary (1-8)*
- ☐ Kindergarten, elementary (1-8)*
- ☐ Elementary (1-8)*
- ☐ Other _____

(SEAL)

Date _____ Signature _____
Title _____
(President, Dean, or Education Head)

* An elementary certificate issued by New York State permits the holder to teach Grades 1-6 only.

NOTE: These forms are available at the Education Department of each of the 11 member states.

ELEMENTARY TEACHER CERTIFICATION
Eleven Northeastern States Reciprocity Plan
Graduates of Approved Elementary Teacher Education Programs

In 1957 a plan was adopted whereby graduates of elementary teacher preparation programs in the New England States, New York, Pennsylvania, Delaware, and Maryland are granted an Elementary Teacher's Certificate by the receiving state, provided that (1) the candidate holds at least a bachelor's degree, (2) the program is approved by the State Department of Education in the state in which the institution is located, and (3) the institution is accredited by a regional or national accrediting agency. Under this plan it is not required that the candidate have had teaching experience other than successful student teaching.

AFFIDAVIT FOR NONCITIZEN

Have you declared your intention of becoming a citizen of the United States according to the legal requirements? ☐ Yes ☐ No

When? _____ Where? _____

(Signed) _____

(Date) _____ (Present Address) _____

State of _____ } ss
County of _____ }

_____ the applicant whose true signature appears above, being duly sworn, deposes and says that the facts set forth in the above statements are true.

Subscribed and sworn to before me this _____
day of _____ 19 _____

Commissioner of Deeds
Notary Public

your state is one like Florida, where 70 per cent of the teachers are prepared out of state, it is to your advantage to use that argument to attract qualified people to your state. If, on the other hand, your state produces far more teachers than you can absorb and you are an exporter of teachers, again you use this information to develop your arguments within your state legislature in order to get reciprocal agreements enacted.

I think that in the northeast we have come to the conclusion that as long as the home state approves the candidate for certification in that state, we are willing to say that the candidate is good enough for us. But again, there are discrepancies among the eleven states regarding the approving of teacher preparation programs. An elementary teacher can be certified in Massachusetts with as little as six professional credits in education. On the other hand, New Jersey, Pennsylvania, Maryland, and Delaware use very rigid controls in approving teacher education programs before they are recognized by the state as suitable or acceptable for preparing teachers.

Reference was made to the NASDTEC standards. You have a copy of the 1971 edition: *Standards for State Approval of Teacher Education*, by the National Association of State Directors of Teacher Education and Certification. Each college in New Jersey that wants to prepare teachers must do so according to these standards. This was adopted in April of 1967 by our State Board of Education and is the basis on which we approve all teacher education programs. NASDTEC standards are for program approval, not institutional approval, and there is a distinction. Through NCATE, or through the Regional Association such as North Central, the evaluation teams evaluate the institution, but within a single institution you could have a very strong math department and a very weak English department and they might produce excellent math teachers and poor English teachers. Through NASDTEC you look at each program

separately and in these standards there is a section devoted to exceptional children. They are listed in seven different areas: emotionally disturbed, hearing impaired, learning disabilities, mentally retarded, physically handicapped, visually impaired, and speech correction. There are general standards for exceptional children which this committee felt must be met by any institution preparing people in any of the specific fields of special education. One of these is: "The program shall provide competency in individual, and in group classroom management procedures appropriate to exceptional children such as: (a) use of diagnostic procedures to identify the learning difficulties of the exceptional child; (b) the ability to develop and implement prescriptive programs based on diagnostic findings; and (c) knowledge of techniques utilized in behavioral control." (page 39) These are the kinds of standards that are dealt with, and nowhere in the entire document will you find reference to a certain number of credits in any particular type of course, foundation, methods and materials, tests and measurements, and so on. It is clearly spelled out that a program may be approved even though separate and discrete courses are not identifiable.

It is possible for the experiences of a teacher in training to be incorporated within existing blocks of time. For example, one of our institutions in New Jersey has a Junior and Senior four-semester sequence in the preparation of elementary teachers. It is referred to as Curriculum I, Curriculum II, Curriculum III, and Curriculum IV. An evaluation team must determine if the teaching of reading, arithmetic, science, social studies, and so on are included in the preparation sequence. But just by looking at a list of course titles on a transcript you have no idea what Curriculum I, II, III or IV might actually include. I think that in New Jersey we have been exceedingly pleased with the results of this interstate agreement.

In conclusion, I would only want to echo what has been said before and that is I do not think any one of you

has the answer. Nor do I think any one of you has a better certification code than any of the other five states represented here. I think if you are willing to work from that premise and agree that responsible educators hold similar positions in the other states and that these are honest, honorable people, then you can move very easily and very quickly to some kind of agreement that will be of mutual benefit to all.

Legal And Legislative Aspects of Certification

Dr. Mitchell Wendell
Wendell and Schwan
Washington, D. C.

Procedures for certifying members of the educational professions can and do vary. Standards, criteria and methods for determining eligibility also take several different routes, such as prescription of preparatory program content, performance measurements, and evaluation of previous teaching or other experience of applicants. Regardless of the particulars of any arrangement, however, it is essential to recognize that certification is a regulatory tool. A certificate is a license. Its possession is a prerequisite to the holding of a teaching or allied professional job in the public schools and, in some jurisdictions, in private schools as well.

Some states include a few eligibility requirements in their statutes. The most familiar of these are citizenship, good moral character, and the completion of courses in local history and government. In the main, however, the state laws give broad discretion to Boards and Departments of Education in setting the specific requirements by administrative regulation. This has sometimes led State Department personnel and members of the education

professions to forget that they exercise only derived authority in passing upon qualifications for certification and that in effect they are acting on the basis of legislatively conferred powers.

A certificate is a legal instrument entitling the holder to perform the professional or occupational functions covered by it in the school systems of the state. Procedures for issuance, and the document itself, should be considered from several points of view. The one most familiar to the majority of you is that of the administrative official who, pursuant to the statutes of his state, can determine some or all of the elements of qualifications which applicants must meet or whose colleagues in another part of the state education agency have this function. Another point of view is that of the local superintendent or school board members who must consider the certificated status of applicants for employment. The third perspective is that of the teachers and support professionals who apply for or hold credentials. Still a fourth set of considerations are those affecting the parents and children who rely on the certification system as part of the apparatus by which qualified personnel for the schools are sought to be assured.

Assuming that statutes continue to delegate the substantive authority over certification requirements to administrative bodies, interstate mobility can be achieved in one of three ways: unilateral action, administrative understandings, and binding commitments of an interstate character.

The first of these has been by far the commonest to date. As a practical matter, it is possible for an educational professional graduated from an academic program in another state or with experience there to obtain a certificate. The controlling factors are the extent to which the administrative agency is willing to allow out-of-staters to obtain certificates and the conditions that it will impose. On the first score, the general practice is liberality; on the second, many

observers would characterize the situation less charitably. Minor differences abound in numbers of credits required in this or that field and even in specific courses. The result is to compel many well-prepared applicants, including those who have demonstrated competence by years of satisfactory performance on the job, to take additional academic work at significant expense and inconvenience. Many teachers and support professionals suffer through these needless obstacle courses because they must have employment or because they want badly enough to continue to make their careers in the schools rather than in some other employment. However, many people leave the profession or limit their employment seeking to jurisdictions which impose fewer arbitrary requirements. In special education, these observations are particularly apt because it continues to be a sellers' market with a chronic short supply of qualified teachers, psychologists, social workers, therapists and other clinicians.

The second means of dealing with qualifications of out-of-state persons to receive certificates is through interstate administrative agreements or understandings among the certification agencies of some or all of the states. A very limited number of such agreements has existed on a regional basis. The substance of these agreements can be anything upon which the parties agree, provided that they keep within the area of discretion conferred upon the respective certification authorities by the statutes of the party states. The effect and standing of these administrative agreements are much more narrowly confined.

We Americans have a great respect for the written word and for legal-looking documents. Accordingly, many people assume that anything that looks like a contract or a formal agreement is binding and has the force of law. Such is not the case.

Administratively based agreements on certification are really nothing more than statements of intention. They

can be considered moral commitments on the part of those who sign them, but there is no legal obstacle to their repudiation or violation. Unless specifically and sufficiently authorized by statute, an administrator cannot bind his state. By the exercise of self-restraint he may forebear to use the discretion that his Legislature conferred upon him or may exercise it only in the ways that he has promised his counterparts in other states, but neither the certification agencies in other states, hiring school systems who have entered into contracts with prospective teachers nor the would-be beneficiary applicants for certificates obtain any enforceable rights.

The history of interstate administrative agreements in this field makes the point quite clear. These agreements have sometimes functioned and sometimes not. Successor state superintendents and certification directors have sometimes been unaware of the agreements made by their predecessors or have chosen not to follow them. Differences in interpretation have either gone undetected or unresolved because, in the final analysis, each administrator was sole judge of his own policies and procedures, and such rights as applicants might have had rested on the statutes or regulations of the individual state—not on the agreement.

There is only one example to date of the third type of process for interstate acceptance of certificate applicants. It is the Interstate Agreement on Qualification of Education Personnel. Before we turn to it, however, a word should be said about the technique of reciprocity which characterizes some other licensing fields. Reduced to its simplest terms, reciprocity is a device by which one state will confer exactly the same privilege on persons from another state that the second state accords to persons of the first. For example, each of the 50 states, the District of Columbia and the several American territories and possessions has a statute extending a nonresident driving privilege to every operator of a private passenger motor vehicle who holds a valid driver's license

from another state, territory or possession. The express condition is that the state from which the driver holds his license must give exactly the same privilege to licensees of the state extending reciprocity.

In the practice of law, reciprocity is more limited because only some states have authorizing statutes; because admission to the bar of the second state is generally limited to attorneys who have practiced in the state of original licensure for a minimum period (usually five years); and because much higher fees are charged those who apply under the reciprocity statute than are charged to domestic applicants.

Either the motor vehicle or the lawyer license approach would be used in certification of educational professionals from out of state. But in fact, what is usually referred to as "reciprocity" in the teaching and allied professions is not reciprocity at all. Rather it is either admission to licensure on the basis of an agreed set of interstate standards or on the basis of agreed procedures for making determinations as to one or more of the qualifying factors, such as sufficiency of educational preparation.

As indicated earlier, the Interstate Agreement on Qualification of Educational Personnel uses the third approach to interstate action. The Interstate Agreement is in form a statute of each participating state and a contract among all participating states. It confers rights and it authorizes the authorities of each party state to make implementing contracts with one another which bind the states. This can be done because the Interstate Agreement on Qualification of Educational Personnel is a statute and, unlike an interstate administrative agreement, has the force of law and derives from action of that part of the state government which has the constitutional power to bind the state.

These legal differences among the several methods of achieving action on interstate applications for certificates may appear theoretical and of little consequence until one

considers them in terms of the objects of the several processes. These objects are the millions of educational professionals now in the actual or potential school manpower pool and the more than one thousand colleges and universities which prepare persons for teaching and the allied professions. The interstate applicants are not only those who come from another state but those men and women from your own state who have gone or now go to institutions of higher learning in other jurisdictions and who now or in the future come home to work in the school districts of their own home states. The objects are also the colleges and universities in your states that are trying to do a good and responsive job in preparing professionals for service in the school systems of the midwest and the nation. With very limited exceptions, it is impossible for the would-be school professionals to prepare themselves according to the requirements of more than one jurisdiction, and it is almost as impracticable for an institution of higher learning to prepare its students according to the requirements of any jurisdiction other than the one in which it is situated.

Each of the three basic approaches to interstate eligibility for certification either results in or has failed to inhibit considerable interstate mobility. The unilateral approach leads to the issuance of many certificates to people prepared or experienced in other states, but it requires much unnecessary and costly retreading of tires that most educators and laymen would probably believe to be in excellent shape. The interstate administrative agreement may or may not subject applicants to retreading, depending on the agreement contents. But such agreements are not legally enforceable by the applicants whom they are supposed to benefit, by the school systems who would like to hire them, or by anybody else. Consequently, they have tended to be unstable. On the other hand, an interstate agreement that has a statutory and contractual base has the same standing as the certification law itself.

General Session

3

Development of a Model For a Midwest Reciprocity Program in Special Education

At the third general session each of the six recorders presented a proposed model for reciprocity in special education. These models were developed in the individual state meetings with input from the interaction meeting. After the six proposed models were presented the Institute participants discussed the models, and noted the similarities and differences. The collaborative model proposed, at that time, was a Tentative Midwest Administrative Agreement of Special Educational Personnel Certification.

TENTATIVE MIDWEST ADMINISTRATIVE AGREEMENT OF SPECIAL EDUCATION PERSONNEL CERTIFICATION

The Tentative Administrative Agreement of Special Education Personnel Certification between the Midwest States (Illinois, Indiana, Iowa, Michigan, Missouri, Wisconsin) shall be organized within the following framework:

1. Applicants for state certification from any State party to this agreement shall be granted the initial certificate granted to a graduate of a similar in-state program.
2. Applicants shall have met the following requirements:*

Teacher Preparatory Programs

Most of the teachers who wish to apply for certification in another state on the basis of their educational backgrounds and who use this agreement will have completed their teacher preparatory programs but will have little or no teaching experience. However, it should be noted that there is nothing to prevent an experienced teacher from applying for a certificate if he or she meets the educational requirements which may be imposed, consistent with the Midwest Administrative Agreement of Special Education Personnel Certification.

The only certificates which may be received pursuant to this agreement are those at the "initial regular" level.

*Modifications of Paragraph 3 and 4 Interstate Agreement on Qualifications of Educational Personnel.

Nomenclature identifying these certificates may vary from state to state. The phrase "initial regular" has been used because it is believed to be most accurately descriptive. It does not apply to any credentials which are sufficient only to permit a teacher to attain a substitute or temporary appointment. The certificates involved are those which qualify the teacher for a contract to teach full time for at least one school year. If a certificate having additional educational or in-service training requirements is necessary to permit a teacher to teach beyond the first year of employment in the jurisdiction, persons obtaining "initial regular" certificates pursuant to this agreement must meet them in the same manner as teachers all of whose education and training has been within the state. On the other hand, advanced certificates, for which a teacher is eligible on the basis of an initial regular certificate plus a stated amount of experience, are available to persons certified pursuant to this agreement and no discrimination may be practiced against them on account of the fact that their initial regular certificates were obtained under this agreement rather than on the basis of an approved program completed within the state.

Furthermore, it should be emphasized that this information covers only the educational requirement for certificates. Other requirements such as good character also must be met.

This information can be used only by applicants who graduated from a teacher preparatory institution after January 1, 1964. Under the Midwest Administrative Agreement of Special Education Personnel Certification agreements can be written which would allow programs approved at any time after January 1, 1954, to qualify. However, the negotiators of this agreement consider that it is desirable to require relatively recent educational preparation of an applicant for certification who is able to offer only educational background and not proven performance on the basis of actual teaching.

The premise underlying this information is that each agreeing state will employ its own methods and procedures in approving and recognizing accreditation of teacher preparatory institutions and programs. The states agree that these will include certain basic ingredients thus mentioned but that there are a number of satisfactory ways to prepare a teacher and that proper employment of any of them is sufficient to justify interstate recognition.

Finally, it should be noted that the agreeing states reserve their rights to deny applicants who do not come from regionally accredited institutions. No state is required to deny certification of such persons, but the significance of accreditation is considered great enough to justify the

reservation of a right of denial in the case of applicants who were not prepared in accredited colleges or universities.

3. Institutions and programs shall have been accredited and approved as presented in the Midwest Administrative Agreement of Special Education Personnel Certification.

4. Issuance of a certificate by a State party to this agreement shall meet the following requirements:

Certificates and Experience

It is expected that teachers with three or more years of regular teaching experience will use this information to gain recognition of their eligibility for certification under the Midwest Administrative Agreement of Special Education Personnel Certification. The best evidence which such teachers can present of their eligibility for certification is the record of their satisfactory performance on the job. Consequently, presentation of college transcripts or other evidence concerning the character of the applicant's undergraduate preparation is not required under this information. On the other hand, it should be noted that any state having a requirement for an advanced degree or a stated amount of graduate education as a prerequisite for a particular certificate is not required to accept an applicant from another state who has a lesser amount of education.

Applicants can obtain only initial regular certificates under this agreement. The negotiators of the agreement were of the opinion that advanced certificates may offer more opportunities for specialized requirements that justifiably can vary from state to state. Of course, no state is barred from granting an advanced certificate to an applicant, but this agreement does not require a state to do so.

The basic experience requirement contained in this agreement is for a total of three years of experience within the last seven years, with two years having been taught under the certificate being offered for recognition. These requirements are put in terms of 27 and 18 months respectively in order to make the application of the agreement provisions as clear as possible in those instances where teachers offer parts of school years to be counted in totaling the amount of experience.

5. The Administrative Agreement of Special Education Personnel Certification shall establish an Advisory Board to evaluate and propose revisions to said agreement.

6. An evaluation program of the said administrative agreement shall be established and conducted by the State parties to this agreement.

Illinois State Group Report

Recorder
Dr. Harold R. Phelps
Illinois State University

The Illinois delegation in its first discussion period spent a considerable amount of time discussing the certification situation in their own state in relation to the presentations given during the general sessions. Several things emerged during the discussion. Because of recent legislation, the practice of giving provisional certificates is being discontinued in Illinois. Until recently out-of-state special education teachers were certified on the basis of evaluation by consultants in the Handicapped Children Section of the Office of the Superintendent of Public Instruction. This function has been placed in the State Teacher Certification Board. In doubtful cases resolution is achieved through consultation with appropriate personnel in the Handicapped Children Section. Thirty-two semester hours of course work distributed over six areas are required for certification in special education. Specialization within the 32 hours is required for teaching various types of handicapped children. At the present time, Illinois does not have enabling legislation permitting it to sign the contract for membership in the "Interstate Agreement on Qualification of Educational Personnel." Plans are being made to introduce enabling legislation in the 1972 session of the General Assembly. Illinois does award full certification to teachers from other states who have completed programs in university and college programs approved by the National Council for the Accreditation of Teacher Education (NCATE).

At the end of the first session the group agreed upon the following statements:

1. The state should award a temporary certificate to

an individual who has earned at least the bachelor's degree from an NCATE-approved institution and has completed a state-approved special education program.

2. Upon the completion of two years' successful experience in his area of specialization he would receive a standard special certificate.

The interaction group included participants from all the states covered by the Institute and New York. Each state reported on its own status with respect to certification and reciprocity. Of the six states in the region covered by the Institute, only Wisconsin is a member of the Interstate Compact. For permanent certification of all teachers Michigan requires a planned program of 18 hours beyond the bachelor's degree and Indiana, a master's degree. It was reported that a study in New York shows that a fifth-year requirement tends to water down the quality of graduate work. With the exception of Michigan, NCATE approval of teacher training programs is used as a standard in approving out-of-state teacher qualifications. It is likely that Michigan will follow suit. Concern was expressed that with an oversupply of teachers, reciprocity might result in lower quality personnel being encouraged to go to other states. It is estimated that about 20 per cent of teachers in a given state have been prepared in other states, which jibes with statistics on population mobility in the country as a whole. It was agreed that this is not a serious problem and should not be an item for consideration in establishing reciprocal relations with other states. Concern was expressed that there are too many teacher training programs and that available resources are not being used as efficiently as they should be. As an example, there are currently 110 colleges and universities in New York that have teacher education programs. Considerable discussion centered around the legality of states using NCATE approval as their criterion for accepting teachers certified in other states. Some authorities believe

that since participation in NCATE accreditation is voluntary on the part of colleges and universities, discrimination could be charged if a state accepts such approval as the sole criterion. In light of this it was suggested that each state education agency should have the responsibility for approving college and university teacher education programs. A question was raised concerning the competency of state education agencies to set standards, particularly in special education. It was pointed out that a manual has been published by the National Association of State Directors of Teacher Education Certification and includes standards for certifying teachers of exceptional children. A copy of the manual has been given to each Institute participant. The opinion was expressed that NASDTEC may be at least a partial answer to maintaining and upgrading state education agency standards for teacher certification. The group concluded that there were two areas of agreement:

1. It would be desirable for states to move in the direction of joining the Interstate Compact.
2. Should a state educational agency use the completion of a program at an NCATE-accredited institution as the sole criterion in certifying a teacher from another state it is likely that a legal challenge of some sort will be precipitated. Consequently, state agency accreditation should be the primary criterion.

In the final meeting of the Illinois group some time was given to reports from the interaction groups. There seemed to be general agreement that the six states involved in the Institute should move toward becoming members of the Interstate Compact. A considerable amount of time was spent discussing various implications of the Compact with Dr. Mitchell Wendell. Since Illinois and some of the other states participating in the Institute do not have enabling legislation to enter into contracts with other states in the Interstate Compact it was decided that it would be desirable

for the six states to proceed in special education toward entering into administrative agreements which can be made without enabling legislation. The following specific recommendations were made:

1. The six states participating in the Institute should move as soon as possible to become members of the Interstate Compact.
2. In the meantime, immediate steps should be taken among the six states to set up administrative agreements for reciprocity in certificating special education personnel.
3. Administrative agreements should be based on the fact that
 - a. the institution from which the applicant was graduated and the special education program which he completed had state approval at the time of the applicant's graduation and/or completion of requirements.
 - b. the applicant meets all non-educational requirements and all requirements not relating to teaching experience of the state to which application is being made.

Indiana State Group Report

Recorder
Dr. Philip Peak
Indiana University

The Indiana group noted that our certification areas and titles of certificates are slightly different from those of other states. Our "Provisional Certificate" is the initial certificate issued on the basis of a bachelor's degree which includes a planned program in the area of certification that

has been approved by the State Teacher Training and Licensing Commission. Certificates are available in the areas of:

- Blind
- Deaf
- Emotionally Disturbed
- Mentally Retarded
- Orthopedic and Special Health Problems
- Partially Sighted
- Speech and Hearing Therapy

There is also a graduate certificate for the Director of Special Education which requires certification in one or more of the areas above and 20 semester hours of graduate work in Special Education as well as some other requirements, including the master's degree. We also noted that Indiana's requirement of a master's degree after five years of experience is different from the other states.

The preparation of special education teachers is comparatively new, therefore we feel that reciprocity between states should be available only to those completing more recent programs of preparation and not to those who may have been certified in the early days of certification in special education by "grandfather" clauses. A good date would be 1964, the Interstate Compact date.

There are several ways a teacher of special education can be prepared. But each method requires a planned program with all parts integrated and all objectives met. This does not permit the cafeteria approach to preparation in which the recipient selects parts from several institutions. We can accept as equivalent the initial certification issued those students who have completed a planned program culminating in a bachelor's degree from an institution whose program has been approved by its home state. We could not legally certify in those areas not offered in Indiana but this poses no problem because there would be no position requiring such certification in our state. We would have no trouble certifying a narrow area for a student coming with

a broader certificate than we offer. Even though standards of admission may be different the final quality of the graduate of state-approved programs would probably not differ significantly among states.

As we worked together it seemed the differences among states became less crucial as we accepted several broad principles within which the details of reciprocity would be worked out. These were as follows and we think there is considerable agreement among the states.

1. The planned program for certification will be the basis for certification only when taken in an institution authorized by the State Department of Public Instruction to offer such a program.
2. Reciprocity applies only to initial certificates based on bachelor's degrees.
3. States which may not have a certificate covering all areas in the certificate from another state should issue an initial certificate for those areas of certification included and available in that state.
4. Indiana is signing an Interstate contract with Kentucky and has therefore accepted its conditions. However in paragraph 4 we would prefer to delete that portion dealing with experience as a substitute for the planned program of preparation. We feel that experience needs some means of evaluation not now available for use before we can accept it as a substitute for a planned program of preparation. The following items may not be wholly in agreement among the states but we accept them.

1. We would hold reciprocity to initial certification with no deficiencies. Those states where requirements exist beyond the initial certificate for professional certification are free to add such requirements after issuing the initial certificate.
2. We feel there should be no certification valid for life.

3. We believe each state should do its best to measure incommensurables for teaching such as personality, attitudes, psychological competencies, motivations, etc., and make these measures a part of its program of preparation.

After all the discussion we agreed such a program for reciprocity should be implemented as soon as possible, and it might provide a model for all other areas to follow.

A committee should be established of representatives from State Certification offices and Special Education programs with the following functions:

1. Write up a rationale for this reciprocity to be used for support in each state where legislature or other enabling action may be needed.
2. To establish further guidelines other than those of this Institute if needed for carrying a reciprocity.
3. To collect data on the use made of reciprocity by teachers and schools.
4. To study the data collected and at the end of a five year period make recommendations to a group similar to members of this Institute on what further action might be taken.

We feel that in most if not all the six states represented, the certification officers or their official organizations can probably begin the program immediately on an experimental basis through administrative action and we would encourage them to do so. It would probably be wise for each state to set up its own advisory committee to study the problems locally and assist in its implementation.

Iowa State Group Report

Recorder
Dr. Orrin Nearhoof
State Department of Education

As a point of departure, the group reviewed the several models for reciprocity presented during the first sessions and attempted to identify the salient elements in each.

After this review of the concepts and principles supporting each model, the group accepted, for discussion purposes, the Interstate Agreement on the Qualification of Educational Personnel. The group also examined carefully the codicil to the principal contract, which will accommodate classroom teachers of special education.

There was considerable discussion on two key elements of the *principal contract*:

- (1) state approval of teacher education programs
- (2) teaching experience and certification

The discussion on the process of state approval of teacher education programs incorporated references to North Central Association accreditation, accreditation by the National Council for Accreditation of Teacher Education, and possible standards which would be employed in approving special education programs.

The following elements concerning a suggested model for reciprocity surfaced during the discussion:

- (1) Any agreement should affect all classroom teachers
- (2) Iowa should seek legislative enactment of the Interstate Agreement on the Qualification of Educational Personnel
- (3) If the legislation is not adopted, the state education agency should implement, with necessary modifications, the basic components

of the principal contract

(4) There should be a coordinating body among the participating states which would maintain continuing supervision of programs and new areas of certification.

As a result of interactions with other state representatives, the group was able to develop a greater awareness of the problems in program development, state certification, and new program thrusts in special education within the several states. The interaction session provided an excellent integrative experience for final discussion and development of the Iowa model which is attached.

Iowa Model

Element I. Any model for the interstate movement of educational personnel should affect all classes of persons whose primary function is instruction of students.

Element II. Phase 1. Obtain legislative enactment of the Interstate Agreement on the Qualification of Educational Personnel.

Phase 2. Execution of a contract (or the principal contract and the codicil to the contract covering certification of teachers) in which the implicitness of teachers of special education is clearly understood.

Alternative 1. If Element II is not achieved, the state education agencies should seek state approval of the basic concepts of the contract (e.g. paragraph 3—a state approved program in

special education and
paragraph 4—a
certificate in special
education and
experience in teaching
special education.)

- Element III. The establishment of an advisory body among the six states which would maintain coordination of program direction and areas of certification.
- Element IV. Make use of an expanded group of possible lobbyists from the area of special education to help secure enactment.

Allied Issues

1. A common initial regular certificate—a provisional license which requires evidence of demonstrated competence for renewal or for the issuance of the next level of certification.
2. Some identification for the graduates of a program which qualifies under the interstate contract.

IOWA REACTION TO PROPOSED MODEL

**Midwest Administrative Agreement in Special Education
Personnel Certification**

Areas of Complete Agreement

Applicants for state certification from any State party to this agreement shall be granted the initial certificate granted to a graduate of a similar in-state program.

The State parties to this agreement shall support the Interstate Compact.

The Administrative Agreement of Special Education Personnel Certification shall establish an Advisory Board to evaluate and to propose revisions to said agreement. (See below for suggested make-up and role)

An evaluation program of the said administrative agreement shall be established and conducted by the State parties to this agreement.

Areas of Possible Agreement

We generally agree with items two (2) (with the insertion of agreement in lieu of contract), three (3) and four (4) of the proposed agreement, except our preference is that this agreement would affect all classes of teachers.

Areas for Further Consideration

Does this agreement affect all classes of special education personnel—teachers, clinicians, school psychologists? This should be clarified before final adoption of the agreement.

Areas for Future Direction

Establish a feasible time-line for the implementation of the agreement once a final document has been developed and accepted.

SUGGESTED ROLE AND MAKE-UP OF AN ADVISORY BOARD

MAKE-UP

One representative from each state education agency
administrative unit responsible for teacher education
and certification 6

One representative from each state education agency
administrative unit responsible for special education 6

One public school representative from each state (a teacher
of special education) 6

Two college and/or university representatives from each
state, selected by and from those institutions offering
state-approved programs in special education 12 total 30

ROLE AND RESPONSIBILITY

1. Maintain continuous review and evaluation of the agreement
2. Seek necessary financial support
3. Review and suggest processes and standards for program approval by state education agencies
4. Maintain a continuous review of issues and trends in programs designed to serve handicapped children

STATE RESPONSIBILITY

Each state party to the agreement should assume the responsibilities for publication, transmittal and filing of

state-approved programs as outlined in paragraph 6 for the contract model.

Suggested modifications on paragraph 6 are as follows:

Paragraph 6. Publication, Transmittal, and Filing

The designated state official of each State party to this agreement shall:

- (a) Publish a list of all programs which he has classified as acceptable for the purposes of the Administrative Agreement.
- (b) File or cause to be filed in his office and in the office of the central state records keeping agency copies of each list published or received by him covering programs in his own State and all other States party to this agreement.
- (c) Transmit to each designated state official of the other States party to this agreement at least two copies of the list of programs classified as acceptable by the appropriate education agency of his State.
- (d) Upon request, make a copy of any list of acceptable programs for his State available to any person. Such copy shall be furnished either without charge or with a charge no higher than necessary to cover the actual cost of furnishing it.
- (e) Revise the list for his own State or secure its revision once in each calendar year, and file and transmit each revision, properly dated to show the date of publication, in the same manner as required for an original list pursuant to items (a)-(c) of this program. Revisions shall be as of July 1 of each year.
- (f) If at any time in the interim between the yearly revisions of a list, the designated state official finds that a program is newly acceptable or has newly ceased to be acceptable, he shall publish this information and make transmittals and filings thereof, in the same manner as for a yearly revision.

Michigan State Group Report

Recorder
Dr. Hubert P. Watson
Wayne State University

The Michigan group approached the task of recommending a "reciprocity" model with the development of a general consensus on each of two important positions which tended to underlie subsequent discussions and recommendations.

1. There was agreement that special education certification should be an integral part of the "regular" teacher certification program. It was acknowledged that in Michigan there had been some movement toward licensing outside the general teacher certification program with school social workers and psychologists. In addition, it was noted that some pressure was also in evidence toward the latter direction for speech correctionists. It was concluded, however, that the more pervasive trend appeared to be in the direction of integration within the general teacher certification program.
2. After some discussion, a consensus developed within the Michigan group favoring the simple requirement that the adopted model should include the state program approval requirement based upon the baccalaureate.

The basic principles were accepted in the initial discussion, but concerns were expressed regarding the need for some program review by outside authorities. It was noted that Interaction Group I appeared to develop a majority view that NCATE or NASDTEC review should be required in addition to state department approval. There appeared to be expressed concern that "total reciprocity" would

"commit all to the weakest state." In contrast, the Michigan group appeared to feel that agreement would not be possible unless there was a general willingness to "trust" the certification authorities in the various states. The apparent differences in views appeared to this recorder to be related to varying concepts of the meaning of the initial teaching certificate. The Michigan group felt it unreasonable to expect that the initial teacher credential offers a guarantee of the quality of teachers from different institutions since quality will vary within a state and among states. The assessment of the required level of teacher effectiveness is to be made by the local employing official. Rather than recommend a requirement for NCATE or other outside review, the group concluded that each of the states should accept a responsibility for continuing examination of teacher preparation curricula and certification programs.

A further Michigan group consensus developed regarding the nature of the proposed agreement. Upon completion of the degree and the approved program, the individual teacher should be eligible to receive the initial regular teaching credential in any of the states within the agreement. It was noted that Interaction Group I viewed favorably the idea that a graduating teacher might receive an identification card showing the major field. Upon receipt of an offer of employment, the teacher could then request that the receiving state department of education process the initial regular credential.

The Michigan group noted that a recommendation for the concept of an approved program based upon possession of a degree left the Department of Education open to proceed with the Compact—shortly to be considered by the Michigan Legislature—or to proceed with an appropriate agreement. It was concluded that an agreement based upon program approval could be implemented at an early date; it was anticipated that several years might elapse before all the concerned states could enact enabling legislation

for the Compact.

The group concluded that a strong evaluation feature should be built into the adopted model. The change process in each of the states should be based upon "hard data" regarding the efficacy of the certification process and the effectiveness of teacher training programs. Such a program would require provisions for the exchange of data among the states.

Missouri State Group Report

Recorders

Mr. Donald M. Cox
State Department of Education
Dr. Richard C. Schofer
University of Missouri

The Missouri representatives at this conference were, from the onset, highly supportive of the concept of reciprocal agreements among the six participating states relative to special education teacher certification. It is to be noted that the Missouri State Department of Education has, for several years, been unilaterally approving for certification any applicant who is a graduate of an NCATE-approved teacher education program. As a result, the Missouri group had no difficulty in seeing the desirability of establishing certification agreements among states of a reciprocal nature, rather than a unilateral NCATE approach.

After considerable discussion of the implications and problems of state reciprocity in teacher certification, the Missouri group stated that they could accept for at least a two-year provisional certificate any person from one of the other five states, who in the past five years:

1. has earned at least a baccalaureate degree, or if the baccalaureate degree was earned prior to the

past five years has been engaged, since that time, in special education teaching;

2. has completed a special education program approved by the state education agency in the sending state; and

3. is of "good moral character."

The Missouri group recommended that each state establish an agreed-upon base for entry, e.g., a two-year certificate, for movement from one state to another within the six-state area. It was further recommended that each graduate of an approved program within the six states be provided with a prepared form indicating his area(s) of certifiability; this form would be used, along with an official transcript, to facilitate his obtaining a teaching position. When employment is secured, he would be granted the agreed-upon certificate. It is to be noted that, at this time, Missouri would favor its participation through administrative arrangements with the various states rather than through legislative action.

At the present time, the Missouri State Department of Education does not "approve" programs of colleges and universities within the state. To actually approve programs would probably necessitate visits to the colleges and universities and the making of qualitative judgments based upon program criteria. It was not felt that current state finances would permit such periodic visits to college and university programs by site-visit teams. Instead of "approving" teacher education programs, the Missouri State Department of Education "recognizes" these programs.

At the final general session of the Conference, the Missouri group indicated substantial agreement with all aspects of the working copy of the "Midwest Administrative Agreement in Special Education Personnel Certification," except point #5. With regard to point #5 ("The State parties to this agreement shall support the Interstate Compact"), Missouri would assume a neutral stance. Neutrality on this point should not, however, alter Missouri's participation

in the final agreement. Finally, the Missouri group recommended that the Advisory Board for this Agreement consist of three representatives from each of the six states: chief state certification officer, state director of special education, and a representative from an approved training institution of higher education. This Advisory Board should convene at least once a year, contingent upon the availability of outside funds.

Wisconsin State Group Report

Recorder
Dr. Heinz Pfaeffle
University of Wisconsin

The initial state group meeting was devoted to discussion of the distributed materials and to the introductory remarks by the Institute chairman as they related to the charge of the work conference. Consideration was given to the areas to be included for professional teaching personnel. The committee questioned whether or not such fields as school psychology, reading specialization, and social work should be considered under the same certification standards as teachers. It is suggested that areas of specialization other than those generally associated with classroom teaching responsibility should not be considered for certification purposes at the present conference.

The Wisconsin Committee went on record to encourage all states to participate in the Interstate Compact and to suggest that NCATE standards be utilized by state departments of instruction for the approval of teacher training programs.

At the second state work committee caucus, it was generally agreed that state educational agencies of the participating states recognize for certification those teachers

who have graduated from programs which have:

1. NCATE approval
2. State-recognized and approved programs

The stated purpose of this meeting was to prepare a model for presentation to the other five states represented at the Institute. In preparing the model, areas in which Wisconsin felt it could be in full or partial agreement with the other states were integrated into the model. The committee formulated the following tentative model:

"The six participating midwest states should work toward legislative enactments which provide for participation in an interstate agreement of qualification of educational personnel. Until such time that the several legislatures adopt legislation enabling participation in the Interstate Compact, we recommend that states without legislative enactment develop an administrative agreement in accordance with paragraphs three and four of the Interstate Compact. The Wisconsin group endorses the concept of an administrative agreement encompassing certification for all teachers rather than limiting it to special education only."

The interaction meeting, with Warren Black of Missouri as chairman, was devoted in part to the unique certification problems of the represented states. Such topics as protection from certifying poorly qualified prospects from another state, initial versus full life certification, categorical certification, and competency-based versus credit-determined certification were discussed. Points of agreement and disagreement of certification requirements as they related to the various states were reviewed. This meeting served as a sounding board to the feeling and thinking of the various states.

At the final state group meeting and before finalization of a flexible and somewhat tentative Wisconsin model or framework which the state department and teacher

training institution representatives felt would be workable, effective, and beneficial reciprocal certification agreement, the group reviewed the models of the other states for areas of agreement. Since Wisconsin already is under contract to the Interstate Compact, the proposals by the five other states for interstate certification agreement were considered in line with the state philosophy and state certification reciprocity policy. The following are areas of general agreement:

1. Granting of the initial certificate to an out-of-state graduate from an approved training program similar to the one provided to a graduate of an in-state program.
2. Applicants shall have met the requirements as in provision three of the Interstate Compact but modified to read "agreement" instead of contract.
3. Institutions and programs should be accredited and approved as in provision three of the Interstate Compact as modified.
4. Issuance of a certificate by a State party to this agreement shall meet the requirements detailed in provision four of the Interstate Compact but modified to the requirement of a degree from state approved training institutions.
5. Establishment of an Advisory Board for the six midwest states or new states as they enter the agreement.
6. Facilitate the inclusion of other states in this agreement.

After recognizing the areas in which the Wisconsin group was in agreement with the other states, the following model suggestions were made:

1. The Wisconsin group endorses the concept of the "Interstate Agreement on Qualification of Educational Personnel" and urges the adoption of said agreement by the participating states.
2. Until such time that all of the states participating

in this institute adopt the above agreement, it is recommended that the states without legislative enactment develop an administrative agreement in accordance with paragraphs three and four of the Interstate Compact as modified by the institute members.

3. The group endorses the concept of an administrative agreement encompassing certification for all teachers and not restricting the agreement to special education teachers only.

4. Other states should be granted the opportunity to enter into the above agreed-upon interstate certification agreement.

5. It is recommended that an Advisory Board be established. The general functions of the Board will include such items as the following:

- a) to develop policies for the operation of this agreement
- b) to be responsible for continued review and reevaluation of the agreement
- c) to collect and disseminate information about approved programs, certification, actions and decisions of the board
- d) to promote participation in the Interstate Compact by all states
- e) to serve as a review board to advise, mediate, interpret, and to act as a clearinghouse for matters related to the agreement.

6. The chairman and other officers of the Advisory Board will be selected by board members.

In summary, the Wisconsin group found general agreement with the proposals and models presented by the various state groups represented at the Institute. It was felt that if any of the finally agreed-upon proposals or models are in some way in conflict with existing Wisconsin legislative,

regulatory or philosophical tenets, these recommendations would be given serious consideration for modification, review, or enactment for immediate, possible, further, or future adoption. It was further agreed that the spirit of interstate cooperation for certification be encouraged for enactment as soon as possible and that minor or personal preferences should not interfere with this larger objective.

Summary

One of the significant trends in the midwest and across the nation is the increasing mobility of educators, and special education personnel are a part of this trend. It behooves all persons directly or indirectly involved with special education certification to consider reciprocity an important aspect of certification.

Accepting the challenge of developing a working model for reciprocity of special education personnel, the participants of the Institute initiated a proposed administrative agreement for the six midwestern states: Illinois, Indiana, Iowa, Michigan, Missouri and Wisconsin. Although the agreement was formulated at the Institute, it is not to be considered final or ratified. Such an agreement could not be completed in three days. But the initiation of an administrators' agreement for special education personnel has been made with *complete agreement* among the six states represented. Although more details of reciprocity need to be discussed and considered before this agreement can be perfected, the framework has been built by the participants of the Institute, and the first official draft will soon be forthcoming.

This Institute was, indeed, a working Institute. Each of the six state groups drafted a model for reciprocity of special education personnel and from these models a proposed model for an administrative agreement was organized.

The following points summarize the six states' agreements and recommendations.

AGREEMENTS

1. All states agreed that an administrative agreement for reciprocity of special education personnel should be established among the six states represented at this Institute.
2. All states agreed that immediate steps should be taken among the six states to organize the administrative agreement.

3. All states agreed that an Advisory Board should be established to organize, implement and evaluate the administrative agreement.

RECOMMENDATIONS

1. It was recommended that the administrative agreement model should include the state-approved/recognized training programs requirement based upon the bachelor's degree.
2. Three states recommended that the administrative agreement should be a part of the general teacher certification program and should include all teachers.
3. Four of the states recommended participation in the Interstate Certification Compact.
4. Two states recommended that the initial certificate be granted to the sending state graduate from an approved/recognized training program which is similar to that of a graduate of the receiving state. One state recommended that the Advisory Board establish an agreed-upon basic certificate for entry.
5. All states agreed to the establishment of an Advisory Board. The following are the states' recommendations for the organization of the Advisory Board and the suggested responsibilities of the Board:

- a. *Organization* (3-4 representatives from each of the six states)
 - (1) State Certification Officer
 - (2) State Director of Special Education
 - (3) One representative from an approved training institution of higher education
 - (4) One public school teacher
- b. *Responsibilities*
 - (1) Develop policies for the operation of the administrative agreement
 - (2) Collect and disseminate information about approved/recognized programs, certification, and actions and decisions of the state board

- (3) Establish review and re-evaluation guidelines for the administrative agreement
- (4) Facilitate the inclusion of other states in this agreement
- (5) Serve as a review board to advise, mediate, interpret and to act as a clearing house for matters related to the administrative agreement.

Appendices

Certification Officers,
Chairmen, and Recorders

Certification Requirements of
Special Education Personnel

Planning Meetings

APPENDIX A

Certification Officers

Illinois
Mr. Merlyn G. Earnest
Indiana
Dr. Clifford Grigsby
Iowa
Dr. Orrin Nearhoof
Michigan
Dr. Lee B. Lonsberry
Missouri
Mr. Paul Greene
Wisconsin
Mr. Albert Moldenhauer

Recorders

Illinois
Dr. Harold R. Phelps
Indiana
Dr. Philip Peak
Iowa
Dr. Orrin Nearhoof
Michigan
Dr. Hubert P. Watson

Chairmen

Illinois
Dr. George R. Harrison
Indiana
Dr. Clifford Grigsby
Iowa
Dr. Paul C. Vance
Michigan
Dr. Morvin A. Wirtz
Missouri
Mr. Warren M. Black
Wisconsin
Mr. Albert Moldenhauer

Missouri
Mr. Donald M. Cox
and
Dr. Richard C. Schofer
Wisconsin
Dr. Heinz Pfaeffle

APPENDIX B

Institute for Higher Education and State Departments of Special Education Personnel

CURRENT STATUS - ILLINOIS CERTIFICATION REQUIREMENTS FOR SPECIAL EDUCATION PERSONNEL

Reciprocity. Applicants who graduated from institutions that were members of the National Council for Accreditation of Teacher Education at the time of such graduation are accepted for Illinois certification provided they meet Illinois requirements.

Policies. The policies for Illinois were set up by the Department of Education and are, therefore, administrative.

Areas.

1. Blind
2. Deaf
3. Educable Mentally Handicapped
4. Maladjusted
5. Multiply Handicapped
6. Partially Seeing
7. Physically Handicapped in home instruction and hospital classes
8. Physically Handicapped in special classes
9. School Psychologist
10. School Social Workers
11. Speech Correction
12. Trainable Mentally Handicapped

General Professional Training Requirements.

1. A valid Illinois Teacher's Certificate appropriate to the grade level in which he is to teach.
2. Entitlement program in special education.
3. Special Education Certificate by evaluation from the State Teacher Certification Board. Requirements listed below.

Specific Professional Training Requirements.

1. General Special Education (6 semester hours)
 - a. Survey of Characteristics, Needs and Education of ALL Types of Exceptional Children.
 - b. Measurement and Evaluation of ALL Types of Exceptional Children.
2. Area of Specialization (9-12 semester hours)
 - a. Nature, Needs and Problems of Children with particular handicapping condition including History and Philosophy.
 - b. Curricular Adjustments; Methods and Materials in Educating the Particular Group of Handicapped Children including implications of Theory and Research.
 - c. Laboratory and Field Experiences, including observation, demonstration, participating and student teaching in the area of exceptionality.

Requirements by Areas. (In addition to General and Specific Professional Training Requirements.)

1. Blind (38-43 semester hours)
 - a. Background courses (15 semester hours)
 - (1) Child Growth and Development
 - (2) Mental Hygiene
 - (3) Laboratory work with severe reading disabilities
 - b. Specialized courses (9-12 semester hours)
 - (1) Hygiene and Physiology of the Eye
 - (2) Techniques of Braille Reading and Writing
 - c. The remaining 16-18 semester hours to be taken in special education courses and related fields.
2. Deaf
 - a. In Illinois approval of the area is by entitlement.
 - b. Background Courses (11 semester hours)
 - (1) Linguistics, Structure of English Language or Proficiency
 - (2) Child Development or Child Psychology

- (3) Methods of Elementary Teaching (with planned observation and practicum)
- c. Specialization (38 semester hours)
 - (1) Psychological and Educational Aspects of Deafness
 - (2) Anatomy and Physiology of the Speech and Hearing Mechanism
 - (3) Evaluation and Pathology of Hearing and Use of Hearing Aids and Clinical Practice
 - (4) Phonetics
 - (5) Speech for Deaf and Practicum
 - (6) Auditory Habilitation and Practicum
 - (7) Language for the Deaf
 - (8) Speech Reading
 - (9) Teaching Reading and Elementary Subjects for Deaf
- 3. Educable Mentally Handicapped
 - a. Background Courses
 - (1) American Public Education
 - (2) Child Growth and Development through Adolescence
 - (3) Principles of Mental Health
 - (4) Speech reeducation
 - b. Specialized Courses (16 semester hours)
As listed in General and Specific Professional Training Requirements
- 4. Maladjusted (Socially/Emotionally and Learning Disabilities)
 - a. As listed in General and Specific Professional Training Requirements
- 5. Multiply Handicapped
 - a. As listed in General and Specific Professional Training Requirements
- 6. Partially Seeing
 - a. Background Courses (15 semester hours)
 - (1) Child Growth and Development

- (2) Mental Hygiene
 - (3) Laboratory work with severe reading disabilities
- b. Specialized Courses (6-9 semester hours)
 - (1) Clinical and laboratory study of eye conditions and problems
- 7. Physically Handicapped in home instruction and hospital classes
 - a. As listed in General and Specific Professional Training Requirements
- 8. Physically Handicapped in Special Class
 - a. Required Courses
 - (1) Laboratory experience in Diagnosis and Instruction of Children with Severe Reading Disabilities
 - (2) Mental Hygiene
 - (3) Medical Aspects of Crippling Conditions
 - b. Elective Courses (6 semester hours) in special education and related fields
- 9. School Psychologist
 - a. A Master's degree or higher degrees in psychology and/or educational psychology with emphasis upon courses relevant to the training of school psychologists.
 - b. Course requirements of 56 semester hours in psychology and/or educational psychology
 - c. One year of experience in psychological work with children including individual psychological evaluation under the supervision of a qualified psychologist.
 - d. Competency in individual child study.
- 10. School Social Workers
 - a. A Bachelor's degree from an accredited undergraduate school (major in education, psychology, sociology, social sciences, etc.)
 - b. A Master's degree in social work from a

professional school of social work which has been accredited by the Council of School Social Work Education

c. This Master's degree usually requires two years in residence because of the combination of closely integrated class-and-field-instruction

11. Speech Correction

a. An Illinois approval of the area is by entitlement.

b. Specialization (32 semester hours in speech and hearing)

(1) Speech Correction (26 semester hours)

- (a) Speech and language development
- (b) Phonetics
- (c) Anatomy and physiology of the speech and hearing mechanism
- (d) Speech science
- (e) Communicative theory
- (f) Psychology of speech and language
- (g) Impairments of fluency
- (h) Impairments of voice
- (i) Impairments of articulation
- (j) Impairments of receptive and expressive language
- (k) Structural and neuromuscular impairments of speech
- (l) Psychology of exceptional children
- (m) Practicum in speech correction

(2) Hearing (6 semester hours)

- (a) Hearing-testing techniques and interpretation
- (b) Speech and language training for the hearing impaired

(3) Practicum (200 clock hours)

- (a) Practicum experience must be appropriately supervised.
- (b) One half of the hours earned must be in a school situation.

**Institute for Higher Education and State Departments of
Special Education Personnel**

**CURRENT STATUS - INDIANA
CERTIFICATION REQUIREMENTS FOR
SPECIAL EDUCATION PERSONNEL**

Reciprocity. Graduates of institutions accredited by the National Council for the Accreditation of Teacher Education will be granted provisional certification provided they have completed teacher education programs as prescribed by the degree granting institution and are so recommended.

Any person who holds a valid out-of-state teaching certificate based upon graduation from a regionally-accredited teacher education institution will be granted, at the discretion of the Teacher Training and Licensing Commission of the Indiana State Board of Education, a five-year reciprocity certificate endorsed in the same area or areas endorsed on the out-of-state certificate. Such certificate will list all deficiencies to be removed based upon Indiana's certification requirements. This certificate is non-renewable. Upon removal of all deficiencies, the applicant will be eligible for a provisional certificate.

Policies. The policies for Indiana were set up by the Department of Education and are, therefore, administrative.

Areas. Areas of endorsement are:

1. Blind
2. Deaf
3. Emotionally Disturbed
4. Mentally Retarded
5. Orthopedic and Special Health Problems
6. Partially Sighted
7. School Psychologist
8. School Psychometrist

9. Speech and Hearing Therapy

General Professional Training Requirements.

1. A valid Indiana Teacher's Certificate appropriate to the level.
2. Subject matter or special area of preparation will be endorsed on the appropriate basic certificate.

Endorsement Program Requirements

1. Blind
2. Emotionally Disturbed
3. Mentally Retarded
4. Orthopedic and Special Health Problems
5. Partially Sighted
 - a. 8 semester hours in area of specialization
 - b. 4 semester hours in elementary teaching methods (mathematics and language arts)
 - c. Directed electives in general area of special education
6. Deaf
 - a. 24 semester hours in area of specialization
 - (1) Teaching Speech to the Deaf
 - (2) Teaching Language to the Deaf
 - (3) Methods in Teaching Elementary School Subjects to the Deaf and Hard of Hearing
 - (4) Guidance and History of Education for the Deaf
 - (5) Auditory and Speech Mechanisms
 - (6) Audiometry, Hearing Aids and Auditory Training
 - (7) Student Teaching with Deaf Children
7. *School Psychometrist*
 - a. A Master's degree that is psychological in nature
 - b. A minimum of course work in each of the following fields:
 - (1) Human Growth and Development
 - (2) Nature of Exceptional Children
 - (3) Remedial programs

- (4) Curriculum
- (5) Nature of Learning
- Or the equivalent in training and experience
- c. An internship of at least 3 semester hours in a clinic, hospital, or school
- 8. *School Psychologist*
 - a. A Doctor of Education or Doctor of Philosophy degree with either clinical, psychology, or school psychology as a field of concentration
 - b. Either of the following:
 - (1) Two years of full time employment as a school psychometrist under the supervision of an institution of higher education which has been approved for training school psychologists.
 - (2) The equivalent of one academic year of full time internship, approximately one-half of which shall be in the public school, the remainder in a child guidance clinic, school for retarded, psychiatric facility, institution or combination thereof.
- 9. *Speech and Hearing Therapy*
 - a. 40 semester hours in the following areas:
 - (1) Basic areas (8-10 semester hours)
Anatomy and physiology of the ear and vocal mechanism, phonetics, semantics, speech and voice science, psychology of speech, public speaking.
 - (2) Speech Pathology (12-15 semester hours)
Speech pathology and clinical practice.
 - (3) Audiology (8-10 semester hours)
Hearing problems, audiometric testing, lip reading, and clinical practice.
 - (4) Other areas (8-10 semester hours)
Psychology, remedial reading, language arts, mental hygiene, education of physically handicapped, or mental measurement.

**Institute for Higher Education and State Departments of
Special Education Personnel**

**CURRENT STATUS - IOWA
CERTIFICATION REQUIREMENTS FOR
SPECIAL EDUCATION PERSONNEL**

Reciprocity. Graduates of colleges and universities outside Iowa which at the time of the applicant's graduation are fully accredited by the National Council for Accreditation of Teacher Education shall be eligible for a regular certificate covering the area or level of teaching for which the candidate is recommended by his preparing institution and which is supported by the transcript provided by the institution.

Policies. The policies for Iowa were set up by the Department of Education and are, therefore, administrative.

Areas.

1. Communication Handicapped
2. Emotionally or Socially Maladjusted
3. Hearing Handicapped
4. Mentally Handicapped
5. Physically Handicapped
6. Visually Handicapped

General Professional Training Requirements.

1. Completion of an approved four-year teacher education program.
2. A Bachelor's degree from an accredited college or university.
3. A valid Iowa Teacher's Certificate appropriate to the grade level in which he is to teach.
4. Endorsement program in approval area of special education. (listed above)

Specific Professional Training Requirements.

1. Twenty semester hours professional education sequence to include:

- a. Education or Psychology of Exceptional Children
 - b. Psychological and Physiological Bases
 - c. Methods and Materials
 - d. Student Teaching within area of special education
- The remaining six semester hours in special education or related fields.

Requirements by Areas.

By endorsement to include General and Specific Professional Training Requirements.

Institute for Higher Education and State Departments of Special Education Personnel

**CURRENT STATUS - MICHIGAN
CERTIFICATION REQUIREMENTS FOR
SPECIAL EDUCATION PERSONNEL**

Reciprocity. Although Michigan has never had reciprocity legislation approved, the legislature authorized an equivalency system. This system provided for the evaluation of certificate requirements in each of the other states. Whenever another state's certificate requirements have been deemed equivalent to those in Michigan, the State Board of Education, through formal action, authorized the Department of Education to recognize, as equivalent, the valid certificates from that state. Persons with certificates not deemed equivalent from those states or from states not on the equivalency list must submit credentials for individual evaluations.

The performance and competency accountability of the teacher rests with the employing school district and the state makes no stipulation in this regard.

Policies. The policies for Michigan were set up by the Department of Education and are, therefore, administrative.

Areas.

1. Auditorily Handicapped
2. Emotionally Disturbed
3. Learning Disabilities
4. Mentally Handicapped
5. Orthopedically Handicapped (including homebound and hospitalized)
6. Speech Correction
7. Visually Handicapped

General Professional Training Requirements.

1. A Michigan life, provisional or permanent Elementary or Secondary Teacher's Certificate.
2. A Bachelor's degree with a major in the area of Physically Handicapped, Mentally Handicapped, or Emotionally Disturbed children.
3. 30 semester hours in area of specialization as designated below.
4. Satisfactory completion of at least one year as a temporarily approved teacher in an appropriate state-approved public school program for Physically Handicapped, Mentally Handicapped, or Emotionally Disturbed children.

Requirements by Areas.

1. Auditorily Handicapped
 - a. Speech reading
 - b. Communication and language development
 - c. Use of residual hearing
 - d. Community problems resulting from auditory handicaps
 - e. Adjustment to deficit
 - f. Methods, materials, and equipment
 - g. Practicum
 - h. Problems in educating the auditorily handicapped
2. Emotionally Disturbed
 - a. Educational models for emotionally disturbed children

- b. Group and individual intervention and management techniques
- c. Practicum (application and experience in appropriate educational settings)

3. Learning Disabilities

It is recommended that school districts wishing to employ teachers negotiate directly with the State Department of Education and a teacher training institution for approval of such teachers.

4. Mentally Handicapped

- a. Physical competence and skills
- b. Social competence and skills
- c. Community adjustment, including work skills (Preparation for the world of work)
- d. Problems in educating the mentally handicapped (including methods and materials, and more specifically (1) language and speech, (2) manipulation of symbols, and (3) oral communication
- e. Practicum

5. Orthopedically Handicapped (including homebound and hospitalized)

- a. Developmental problems
- b. Social/psychological problems and community adjustment
- c. Applied aspects—including all specially applied techniques and ancillary services and individual and family counseling
- d. Problems in educating the orthopedically handicapped, including methods, materials, and equipment
- e. Practicum

6. Speech Correction

- a. Basic communication processes
- b. Communication (speech, language and hearing) disorders

- c. Utilization of residual abilities
- d. Case management
- 7. Visually Handicapped
 - a. Braille reading and typing
 - b. Large type and recording
 - c. Physical competence and skills (posture, physical education, recreation, orientation, and mobility)
 - d. Social competence and skills
 - e. Community adjustment
 - f. Problems in educating the visually handicapped
 - g. Methods, materials, and equipment
 - h. Practicum

**Institute for Higher Education and State Departments of
Special Education Personnel**

**CURRENT STATUS - MISSOURI
CERTIFICATION REQUIREMENTS FOR
SPECIAL EDUCATION PERSONNEL**

Reciprocity. Missouri has reciprocity with all institutions accredited by the National Council for Accreditation of Teacher Education.

Policies. The policies for Missouri were set up by the Department of Education and are, therefore, administrative.

Areas.

1. Blind and/or Partially Sighted
2. Deaf and/or Hard of Hearing
3. Educable Mentally Retarded
4. Emotionally Disturbed and/or Socially Maladjusted
5. Learning Disabilities
6. Orthopedically Handicapped
7. Remedial Reading

General Professional Training Requirements. (Exception: Teacher of Remedial Reading)

1. A Bachelor's degree from an accredited college or

university with at least 18 hours of professional education courses and a major (30 semester hours) in an area of special education; or

2. A Bachelor's degree from an accredited university or college, a valid Elementary or Secondary Teaching Certificate with at least 18 hours of professional education courses, and at least 30 semester hours in an area of special education.

Specific Professional Training Requirements. (Exception: Teacher of Remedial Reading)

1. Education or Psychology of the Exceptional Child
2. Student Teaching (5 semester hours minimum)

Requirements by Areas. (In addition to General and Specific Professional Training Requirements)

1. Blind and/or Partially Sighted
 - a. Methods of teaching the blind and/or partially sighted
 - b. Teaching of reading and writing braille
 - c. Anatomy and physiology of the eye
 - d. Language development for exceptional children
 - e. 10 or more semester hours in related course work
2. Deaf and/or Hard of Hearing
 - a. Teaching language and/or speech to the deaf
 - b. Speech reading and auditory training
 - c. Audiology
 - d. Anatomy and physiology of auditory and speech mechanisms
 - e. 10 or more semester hours in related course work
3. Educable Mentally Retarded
 - a. Methods of teaching the EMR
 - b. Methods of remedial reading or analysis and correction of reading disabilities
 - c. Language development for exceptional children
 - d. 13 or more semester hours in related course work
4. Emotionally Disturbed and/or Socially Maladjusted
 - a. Methods of teaching the ED and/or SM

- b. Methods of remedial reading or analysis and correction of reading disabilities
- c. Language development for exceptional children
- d. 13 or more semester hours in related course work
- 5. Learning Disabilities
 - a. Methods of teaching the child with LD
 - b. Methods of remedial reading or analysis and correction of reading disabilities
 - c. Language development of exceptional children
 - d. 13 or more semester hours in related course work
- 6. Orthopedically Handicapped
 - a. Methods of teaching the OH
 - b. Methods of remedial reading or analysis and correction of reading disabilities
 - c. Language development of exceptional children
 - d. 13 or more semester hours in related course work
- 7. Teachers of Remedial Reading
 - a. Baccalaureate degree from an accredited college or university
 - b. A valid Teacher's Certificate (elementary preferred)
 - c. Course work for permanent certification
 - (1) teaching of reading
 - (2) methods of remedial reading or analysis and correction of reading disabilities
 - (3) individual intelligence testing or psycho-educational measurement
 - (4) practicum and diagnosis of remedial difficulties (3 semester hours minimum)
 - (5) practicum in remediation of reading difficulties (3 semester hours minimum)

**Institute for Higher Education and State Departments of
Special Education Personnel**

**CURRENT STATUS - WISCONSIN
CERTIFICATION REQUIREMENTS FOR
SPECIAL EDUCATION PERSONNEL**

Reciprocity. Applicants who graduate from institutions that were members of the National Council for Accreditation of Teacher Education at the time of such graduation are accepted for Wisconsin certification provided they meet Wisconsin requirements. Out-of-state graduates must have been graduated from institutions recognized for teacher education by their own state department of public instruction and must make application to the Wisconsin State Department of Public Instruction for approval.

Graduates of colleges not accredited by the Regional Accrediting Association will be required to submit evidence of admission to an accredited graduate school or of successful completion of at least six graduate credits in professional education or the teaching field.

Policies. The policies of Wisconsin were set up by the Department of Education and are, therefore, administrative.

Areas.

1. Deaf
2. Emotionally Disturbed
3. Learning Disabilities
4. Mentally Retarded
5. Orthopedically Handicapped
6. Speech Correction
7. Visually Handicapped

General Professional Training Requirements.

1. A Bachelor's degree from an accredited college or university. Speech Correction requires a Master's degree.
2. An 18 semester hour professional education sequence

and 18 to 21 semester credits in special education, depending upon the disability area. Speech Correction requires six semester credits in supportive content areas.
Specific Professional Training Requirements.

1. 18 semester hours professional education sequence to include:

- a. Child or Adolescent Development
- b. Group Tests and Measurements
- c. Student Teaching with normal children
- d. Curriculum Planning

The remaining semester hours to be taken in related fields.

2. Six semester credits to include:

- a. Psychology or Nature of Exceptional Children
 - b. Elective in the broad areas of exceptionality
- The remaining semester hours to be taken in special education or related fields.

Requirements by Areas. (In addition to General and Specific Professional Training Requirements)

1. Deaf

a. 18 semester credits to include:

- (1) Student Teaching and Observation of the Deaf
- (2) Techniques of Teaching School Subjects to the Deaf
- (3) Speech and Speech Reading for the Deaf
- (4) Language Problems and Development

The remaining semester hours to be taken in special education courses for the Deaf and related fields.

2. Emotionally Disturbed

a. 15 semester credits to include:

- (1) Remediation of Learning Difficulties
- (2) Methods of Teaching the Emotionally Disturbed and/or Socially Maladjusted
- (3) Student Teaching of Disturbed Children

The remaining semester hours to be taken in

special education courses for the Emotionally Disturbed and related fields.

3. Learning Disabilities

a. 15 semester credits to include:

- (1) Introduction to Learning Disabilities
- (2) Education of the Child with Learning Disabilities
- (3) Language Development and Disorders
- (4) Diagnostic Procedures
- (5) Student Teaching of Learning Disabled Children

Additional semester hours to be taken in special education courses in the area of Special Learning Disabilities and related fields.

4. Mentally Retarded

a. 12 semester credits to include:

- (1) Introduction to Mental Retardation
- (2) Methods of Teaching Mentally Handicapped
- (3) Student Teaching of the Mentally Handicapped

The remaining semester hours to be taken in special education for the Mentally Handicapped and related fields.

5. Orthopedically Handicapped

a. 12 semester credits to include:

- (1) Methods for Teaching Crippled Children
- (2) Student Teaching of Crippled Children

The remaining semester hours to be taken in special education courses for the Orthopedically Handicapped and related fields.

6. Speech Correction

a. A Master's degree in communicative disorders.

b. 18 semester credits in professional education consisting of:

- (1) 9 semester credit hours in basic and related areas selected from:

- (a) child/adolescent development
 - (b) learning theory
 - (c) statistics
 - (d) child/adolescent psychology
 - (e) interprofessional relationships
 - (f) personality adjustment
 - (g) educational psychology
 - (h) developmental/remedial reading
 - (i) clinical psychology
 - (j) physiological psychology
 - (2) 6 semester credit hours in practicum; at least 300 clock hours of supervised student practicum; of this, at least 200 clock hours must be earned in working with pre-school and school age children; of this, at least 100 clock hours must be earned in a school setting under the supervision of a Wisconsin-certificated speech and hearing clinician. A minimum of 150 of the total clock hours earned must be at the graduate level.
 - (3) 3 semester credit hours in methods and procedures in school speech and hearing programs
 - c. 6 semester credits in supportive content areas.
 - 7. Visually Handicapped
 - a. 12 semester credits to include:
 - (1) Techniques of Teaching School Subjects to the Visually Handicapped
 - (2) Braille Reading and Writing
 - (3) Student Teaching of Visually Handicapped Children
- The remaining semester hours to be taken in special education courses for the Visually Handicapped and related fields.

APPENDIX C

Institute for Higher Education and State Departments of Special Education Personnel

PREPLANNING COMMITTEE

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Department of Special Education
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Dr. M. Elise Blankenship
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**ORGANIZATION OF THE PLANNING MEETING
FOR JULY 11, 12, 1971**

The Preplanning Committee met at Des Plaines, Illinois, for the purpose of organizing the Planning Meeting for the Institute for Higher Education and State Departments of Special Education Personnel. Decisions were made regarding the Planning Meeting participants, lodging, meals, and agenda for the two-day Planning Meeting. The agenda developed, consisting primarily of meetings and work sessions whereby all participants would meet as a total group to plan the Institute. The participants selected were representatives from the six state departments of education and representatives from the institutions of higher education in each of the six states who are concerned with the training, certification, and supervision of teachers of handicapped children.

PLANNING MEETING PARTICIPANTS

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